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Introduction

The benefits of education and of useful knowledge, generally diffused through a community, are essential to the preservation of a free government.
Sam Houston

Cultivated mind is the guardian genius of Democracy, and while guided and controlled by virtue, the noblest attribute of man. It is the only dictator that freemen acknowledge, and the only security which freemen desire.
Mirabeau B. Lamar

Where liberty has arisen, learning must be cherished—or liberty itself becomes a fragile thing.
Lyndon B. Johnson

Mission of the University

The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research, and public service.

The University provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels. It contributes to the advancement of society through research, creative activity, scholarly inquiry, and the development and dissemination of new knowledge, including the commercialization of University discoveries. The University preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs, and provides other public service.

Officers of the Administration

The University of Texas at Austin

Jay C. Hartzell, PhD, President*
Daniel T. Jaffe, PhD, Interim Executive Vice President and Provost
Darrell L. Bazzell, BA, Senior Vice President and Chief Financial Officer
Scott Rabenold, MBA, Vice President for Development
Leonard N. Moore, PhD, Vice President for Diversity and Community Engagement
James Davis, JD, Vice President for Legal Affairs
S. Claiborne Johnston, MD, PhD, Vice President for Medical Affairs and Dean, Dell Medical School
Alison R. Preston, PhD, Interim Vice President for Research
Soncia Reagins-Lilly, EdD, Vice President for Student Affairs and Dean of Students
Christopher M. Del Conte, MEd, Vice President and Athletics Director
Nancy A. Brazzil, BS, Deputy to the President
Jay Dyer, JD, Deputy to the President for Governmental Relations
Carlos E. Martinez, JD, Chief of Staff
Gary J. Susswein, MA, Chief Communications Officer

Administrative Officers of the Colleges and Schools

Mark J.T. Smith, PhD, Senior Vice Provost for Academic Affairs and Dean, Graduate School
D. Michelle Addington, DDes, Dean, School of Architecture
Lillian F. Mills, PhD, Interim Dean, Red McCombs School of Business
Jay M. Bernhardt, PhD, MPH, Dean, Moody College of Communication
Charles R. Martinez, Jr., PhD, Dean, College of Education
Sharon L. Wood, PhD, PE, Dean, Cockrell School of Engineering
Douglas Dempster, PhD, Dean, College of Fine Arts
Claudia I. Mora, PhD, Dean, John A. and Katherine G. Jackson School of Geosciences
Eric T. Meyer, PhD, Dean, School of Information
Ward Farnsworth, JD, Dean, School of Law
Ann Huff Stevens, PhD, Dean, College of Liberal Arts
S. Claiborne Johnston, MD, PhD, Vice President for Medical Affairs and Dean, Dell Medical School
Paul M. Goldbart, PhD, Dean, College of Natural Sciences
Alexa K. Stuifbergen, PhD, RN, FAAN, Dean, School of Nursing
M. Lynn Crisman, PharmD, Dean, College of Pharmacy
Samuel M. Poloyac, PharmD, PhD, Dean Designate, College of Pharmacy
Angela Evans, MA, Dean, Lyndon B. Johnson School of Public Affairs
Luis H. Zayas, PhD, Dean, Steve Hicks School of Social Work
Brent L. Iverson, PhD, Dean, School of Undergraduate Studies
*Interim President Jay Hartzell selected as President of the University by the University of Texas System Board of Regents on September 23, 2020.

The University of Texas System

James B. Milliken, JD, Chancellor
Steven W. Leslie, PhD, Executive Vice Chancellor for Academic Affairs
Archie L. Holmes Jr., PhD, Executive Vice Chancellor for Academic Affairs Designate
Scott C. Kelley, EdD, Executive Vice Chancellor for Business Affairs
John M. Zerwas, MD, Executive Vice Chancellor for Health Affairs
Daniel H. Sharphorn, JD, Vice Chancellor and General Counsel
Stacey Napier, JD, Vice Chancellor for Governmental Relations
Randa S. Safady, PhD, Vice Chancellor for External Relations, Communications, and Advancement Services
Amy Shaw Thomas, JD, Senior Vice Chancellor for Health Affairs
David L. Lakey, MD, Vice Chancellor for Health Affairs and Chief Medical Officer

Board of Regents

Officers

Kevin P. Eltife, Chairman
Janiece M. Longoria, Vice Chairman
James C. ‘Rad’ Weaver, Vice Chairman
Francie A. Frederick, General Counsel to the Board of Regents

Members

Terms scheduled to expire February 1, 2021

David J. Beck, Houston
R. Steven Hicks, Austin
Nolan E. Perez, Harlingen

Terms scheduled to expire February 1, 2023

Kevin P. Eltife, Tyler
Janiece M. Longoria, Houston
James C. ‘Rad’ Weaver, San Antonio

Terms scheduled to expire February 1, 2025

Christina Melton Crain, Dallas
Jodie Lee Jiles, Houston
Kelcy L. Warren, Dallas

Student Regent with term to expire May 31, 2021

Patrick O. Ojeaga, II, The University of Texas Rio Grande Valley School of Medicine

Each Regent’s term expires when a successor has been appointed and qualified and has taken the oath of office. The Student Regent serves a one-year term.

Directory of Offices

The following list includes some University offices of general interest. A complete directory of offices on campus is published at https://www.utexas.edu/offices.

Academic Calendar

The academic calendar is published in General Information and at http://registrar.utexas.edu/calendars

Admission

Admissions Welcome Center at Perry-Castañeda Library, (512) 471-1000 http://admissions.utexas.edu

Catalogs and Course Schedules

Catalogs and Course Schedules are published at the registrar’s website, http://registrar.utexas.edu

Housing
<table>
<thead>
<tr>
<th>Section</th>
<th>Contact Information</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residence halls</td>
<td>(512) 471-3136, fax (512) 475-6532, e-mail <a href="mailto:housing@austin.utexas.edu">housing@austin.utexas.edu</a>; University apartments: (512) 232-5299, fax (512) 232-5353, e-mail <a href="mailto:uhd.apartments@austin.utexas.edu">uhd.apartments@austin.utexas.edu</a>; <a href="http://housing.utexas.edu">http://housing.utexas.edu</a></td>
<td>The University of Texas at Austin, University Housing and Dining, PO Box 7666, Austin TX 78713-7666</td>
</tr>
<tr>
<td>International Students</td>
<td>Texas Global, 2400 Nueces Street Suite B, (512) 471-1211; <a href="https://global.utexas.edu">https://global.utexas.edu</a></td>
<td>The University of Texas at Austin, Texas Global, PO Box A, Austin TX 78713-8901, USA</td>
</tr>
<tr>
<td>Medical Services</td>
<td>University Health Services, Student Services Building, 100 West Dean Keeton Street, (512) 471-4955; 24/7 Nurse Advice Line (512) 475-6877; <a href="http://healthyhorns.utexas.edu">http://healthyhorns.utexas.edu</a></td>
<td>The University of Texas at Austin, University Health Services, PO Box 7339, Austin TX 78713-7339</td>
</tr>
<tr>
<td>Orientation</td>
<td>New Student Services, Student Services Building 3.410, (512) 471-3304, fax (512) 232-8211, e-mail <a href="mailto:nss@austin.utexas.edu">nss@austin.utexas.edu</a>; <a href="http://orientation.utexas.edu">http://orientation.utexas.edu</a></td>
<td>The University of Texas at Austin, New Student Services, 100 West Dean Keeton Street, Austin TX 78712-1100</td>
</tr>
<tr>
<td>Placement Tests</td>
<td>Student Testing Services, George I. Sanchez (SZB) Building, 1912 Speedway, Suite 547, (512) 232-2662, e-mail <a href="mailto:ctl-testing@utlists.utexas.edu">ctl-testing@utlists.utexas.edu</a>; <a href="https://testingservices.utexas.edu/sts">https://testingservices.utexas.edu/sts</a></td>
<td></td>
</tr>
<tr>
<td>Registration Information</td>
<td>Registration, (512) 475-7656, fax (512) 475-7515, e-mail <a href="mailto:registration@austin.utexas.edu">registration@austin.utexas.edu</a>; <a href="https://onestop.utexas.edu/registration-and-degree-planning/registering-for-classes/">https://onestop.utexas.edu/registration-and-degree-planning/registering-for-classes/</a></td>
<td>The University of Texas at Austin, Office of the Registrar, Registration, PO Box 7216, Austin TX 78713-7216</td>
</tr>
<tr>
<td>Services for Students with Disabilities</td>
<td>Services for Students with Disabilities, Student Services Building 4.206, (512) 471-6259, video phone (512) 410-6644, fax (512) 475-7730, e-mail <a href="mailto:ssd@austin.utexas.edu">ssd@austin.utexas.edu</a>; <a href="http://diversity.utexas.edu/disability/">http://diversity.utexas.edu/disability/</a></td>
<td>The University of Texas at Austin, Services for Students with Disabilities, 100 West Dean Keeton Street, Student Services Building 4.206, Austin TX 78712-1100</td>
</tr>
<tr>
<td>Texas One Stop</td>
<td>Texas One Stop, 512-232-6988 (myUT), e-mail <a href="mailto:onestop@utexas.edu">onestop@utexas.edu</a>, <a href="https://onestop.utexas.edu/">https://onestop.utexas.edu/</a></td>
<td>The University of Texas at Austin, Texas One Stop, 110 Inner Campus Dr Rm 1 Austin, TX 78712</td>
</tr>
<tr>
<td>Transcripts</td>
<td>Office of the Registrar, (512) 475-7689, fax (512) 475-7515, e-mail <a href="mailto:transcripts@austin.utexas.edu">transcripts@austin.utexas.edu</a>; <a href="https://onestop.utexas.edu/student-records/transcripts-other-records/">https://onestop.utexas.edu/student-records/transcripts-other-records/</a></td>
<td>The University of Texas at Austin, Office of the Registrar, Transcript Services, PO Box 7216, Austin TX 78713-7216</td>
</tr>
<tr>
<td>TSI</td>
<td>Texas Success Initiative, Buford H. Jester Center A332, (512) 232-7146, fax (512) 475-6838, e-mail <a href="mailto:tsi@austin.utexas.edu">tsi@austin.utexas.edu</a>; <a href="https://ugs.utexas.edu/tsi">https://ugs.utexas.edu/tsi</a></td>
<td>The University of Texas at Austin, Texas Success Initiative, JES A332, 201 E. 21st St. Austin TX 78705</td>
</tr>
</tbody>
</table>
The University

Statement on Equal Educational Opportunity

The University of Texas at Austin is committed to an educational and working environment that provides equal opportunity to all members of the University community. In accordance with federal and state law, the University prohibits unlawful discrimination, including harassment, on the basis of race; color; religion; national origin; gender, including sexual harassment; age; disability; citizenship; and veteran status. Discrimination on the basis of sexual orientation, gender identity, and gender expression is also prohibited pursuant to University policy. Any member of the University community who feels they have been subject to discrimination, harassment, or retaliation should contact the Office for Inclusion and Equity in person at SSB 3.212, Austin TX 78712; via e-mail at equity@utexas.edu; or by phone at (512) 471-1849.

Accreditation

The University of Texas at Austin is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Texas at Austin.

The University of Texas at Austin

The University of Texas was established by the state legislature in 1881; by popular vote, the main University was located at Austin and the Medical Branch at Galveston. The Austin campus was opened in September, 1883, with a faculty of eight and a student body of 218; about three-quarters of the students were registered in the Academic Department and the remainder in the Law Department. In the intervening decades, the central campus has grown from forty to more than 360 acres, while the student body has increased to about 39,000 undergraduates and 11,000 graduate students. In 1967, with the creation of The University of Texas System, the name of the main University was changed to The University of Texas at Austin.

University students represent both the diverse population of the state and the full range of contemporary scholarship: an undergraduate may choose courses from more than 200 fields of study while pursuing any of more than 150 majors. Undergraduate study is supported by extensive computer facilities and by one of the largest academic libraries in the nation. Students also benefit from the broad range of scholarly and technical research conducted by the faculty and the research staff.

The city of Austin, with a population of about 1.8 million, is a relaxed and cosmopolitan setting for the University. The city is home to respected professional communities in theatre, dance, the visual arts, and classical and popular music that offer a wide range of cultural events. Students may also take part in recreational activities made possible by the temperate climate and Austin’s location in the Hill Country of central Texas.

For further historical and current information about the University, see General Information.

The University of Texas System

The University of Texas at Austin is the largest component of The University of Texas System. The system is governed by a nine-member Board of Regents appointed by the governor with the advice and consent of the state Senate. In addition to the University, the system consists of the following institutions. Information about the system and its components is published at http://www.utsystem.edu/.

- The University of Texas at Arlington
- The University of Texas at Dallas
- The University of Texas at El Paso
- The University of Texas of the Permian Basin
- The University of Texas Rio Grande Valley
- The University of Texas at San Antonio
- The University of Texas at Tyler
- The University of Texas Southwestern Medical Center at Dallas
- The University of Texas Medical Branch at Galveston
- The University of Texas Health Science Center at Houston
- The University of Texas Health Science Center at San Antonio
- The University of Texas M. D. Anderson Cancer Center
- The University of Texas Health Science Center at Tyler

Student Honor Code

As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.

University Code of Conduct

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Organization of the University

Academic Affairs

Subject to the supervision of the Board of Regents and to the authority the board has vested in administrative officers, the general faculty is responsible for the governance of the University. The president is the chief executive officer; the executive vice president and provost is the chief academic officer. The administration of each college or school is the responsibility of that division’s dean; in most colleges and schools, an associate or assistant dean for academic affairs oversees the day-to-day academic life of the division. Several colleges are further divided into departments and academic centers; academic and administrative matters in these units are the responsibility of the department chair or center director. A list of the University’s colleges and schools and their constituent departments and academic centers is given in General Information.

Student Services

Student services are provided by the Division of Student Affairs, under the direction of the vice president for student affairs. The division consists of several units, which administer the University’s programs in such areas as financial aid, student record management, counseling and learning support, housing and food, recreation, health services, and student media. The services of these units are described in General Information. Services provided by the colleges and schools are described in the college/school sections of this catalog.

Undergraduate Degrees

The University offers the following undergraduate degrees.

<table>
<thead>
<tr>
<th>Bachelor of Architecture</th>
<th>BArch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>BA</td>
</tr>
</tbody>
</table>
Bachelor of Arts in Geological Sciences  BAGeoSci
Bachelor of Arts in Music  BAMusic
Bachelor of Arts in Theatre and Dance  BATD
Bachelor of Business Administration  BBA
Bachelor of Fine Arts  BFA
Bachelor of Journalism  BJ
Bachelor of Music  BMusic
Bachelor of Science*  BS*
Bachelor of Science and Arts  BSA
Bachelor of Science in Advertising  BSAdv
Bachelor of Science in Aerospace Engineering  BSAseE
Bachelor of Science in Applied Learning and Development  BSALD
Bachelor of Science in Architectural Engineering  BSArchE
Bachelor of Science in Architectural Studies  BSAS
Bachelor of Science in Arts and Entertainment Technologies  BSAET
Bachelor of Science in Astronomy  BSAst
Bachelor of Science in Athletic Training  BSAthTrng
Bachelor of Science in Biochemistry  BSBioch
Bachelor of Science in Biology  BSBio
Bachelor of Science in Biomedical Engineering  BSBiomedE
Bachelor of Science in Chemical Engineering  BSChE
Bachelor of Science in Chemistry  BSCh
Bachelor of Science in Civil Engineering  BSCE
Bachelor of Science in Communication and Leadership  BSComm&Lead
Bachelor of Science in Communication Studies  BSCommStds
Bachelor of Science in Computational Engineering  BSCompE
Bachelor of Science in Computer Science  BSCompSci
Bachelor of Science in Electrical Engineering  BSEE
Bachelor of Science in Environmental Engineering  BSEnvE
Bachelor of Science in Environmental Science  BSEnvirSci
Bachelor of Science in Geological Sciences  BSGeoSci
Bachelor of Science in Geosystems Engineering and Hydrogeology  BSGEH
Bachelor of Science in Human Development and Family Sciences  BSHDFS
Bachelor of Science in Interior Design  BSID
Bachelor of Science in Kinesiology and Health  BSkin&Health
Bachelor of Science in Mathematics  BSMath
Bachelor of Science in Mechanical Engineering  BSME
Bachelor of Science in Medical Laboratory Science  BSmedLabSci
Bachelor of Science in Neuroscience  BSNeurosci
Bachelor of Science in Nursing  BSN
Bachelor of Science in Nutrition  BSNtr
Bachelor of Science in Petroleum Engineering  BSPE
Bachelor of Science in Physics  BSPhy
Bachelor of Science in Psychology  BSPay
Bachelor of Science in Public Health  BSPublichealth
Bachelor of Science in Public Relations  BSPR
Bachelor of Science in Radio-Television-Film  BSRTF
Bachelor of Science in Speech, Language, and Hearing Sciences  BSSLH
Bachelor of Science in Textiles and Apparel  BSTA
Bachelor of Social Work  BSW
Doctor of Pharmacy  PharmD

*Degree pending approval by the Texas Higher Education Coordinating Board, per Texas Education Code Section 61.0512, at the time of publication

### Degree Programs

#### SCHOOL OF ARCHITECTURE (p. 32)
- Architectural studies  BSAS
- Architecture  BArch
- Interior design  BSID

#### RED MCCOMBS SCHOOL OF BUSINESS (p. 45)
- Business administration  BBA
  - Department of Accounting  BBA
    - Accounting  BBA
  - Department of Business, Government, and Society  BBA
    - International business  BBA
  - Department of Finance  BBA
    - Finance  BBA
  - Department of Information, Risk, and Operations Management  BBA
    - Management information systems  BBA
    - Science and technology management  BBA
    - Supply chain management  BBA
  - Department of Management  BBA
    - Management  BBA
  - Department of Marketing  BBA
    - Marketing  BBA

#### MOODY COLLEGE OF COMMUNICATION (p. 75)
- Advertising  BSAdv
  - Public relations  BSPR
  - Department of Communication Studies  BBA
    - Communication and leadership  BSComm&Lead
    - Communication studies  BSCommStds
  - School of Journalism and Media  BJA
    - Journalism  BJ
  - Department of Radio-Television-Film  BBA
    - Radio-television-film  BSRTF
  - Department of Speech, Language, and Hearing Sciences  BSSLH
    - Speech, language, and hearing sciences  BSSLH

#### COLLEGE OF EDUCATION (p. 92)
- Applied Learning and Development  BSALD
  - Youth and community studies  BSALD
  - Department of Kinesiology and Health Education  BSALD
    - Applied movement science  BSkin&Health
    - Athletic training  BSATHTrng
Exercise science BSKin&Health
Health promotion and behavioral science BSKin&Health
Physical culture and sports BSKin&Health
Sport management BSKin&Health

COCKRELL SCHOOL OF ENGINEERING (p. 108)

Department of Aerospace Engineering and Engineering Mechanics
Aerospace engineering BSAsE
Computational engineering BSCompE

Department of Biomedical Engineering
Biomedical engineering BSBiomedE
John J. McKetta Jr. Department of Chemical Engineering
Chemical engineering BSChE

Department of Civil, Architectural, and Environmental Engineering
Architectural engineering BSArchE
Environmental engineering BSEnvE
Civil engineering BSCE

J. Mike Walker Department of Mechanical Engineering
Mechanical engineering BSME

Hildebrand Department of Petroleum Engineering
Petroleum engineering BSPE
Geosystems engineering and hydrogeology (offered jointly by the Hildebrand Department of Petroleum and Geosystems Engineering and the Jackson School of Geosciences) BSGEH

SCHOOL OF INFORMATION (p. 187)
Informatics* BA, BS*

*BS degree and informatics degree programs pending approval by the Texas Higher Education Coordinating Board, per Texas Education Code Section 61.0512, at the time of publication.

Texas Education Code Section 61.0512: https://statutes.capitol.texas.gov/Docs/ED/htm/ED.61.htm#61.0512

COLLEGE OF LIBERAL ARTS (p. 201)

Health and society BA
Human Dimensions of Organizations BA
Humanities BA
International relations and global studies BA
Plan II Honors Program BA

Department of African and African Diaspora Studies
African and African diaspora studies BA
Race, indigeneity, and migration BA

Department of American Studies
American studies BA

Department of Anthropology
Anthropology BA

Center for Asian American Studies
Ethnic studies (Students majoring in ethnic studies concentrate in Asian American studies.) BA

Department of Asian Studies
Asian cultures and languages (Students specialize in Chinese, Hindi/Urdu, Japanese, Korean, Malayalam, Sanskrit, or Tamil.) BA
Asian studies BA

Department of Classics
Classical languages (Students specialize in classics, Greek, or Latin) BA
Classical studies (Students specialize in ancient history or classical archaeology) BA

Department of Economics
Economics BA
Department of English
English  BA
Center for European Studies
European studies  BA
Department of French and Italian
French studies  BA
Italian studies  BA
Department of Geography and the Environment
Geographical sciences  BSEnvirSci
Geography  BA
Urban studies  BA
Department of Germanic Studies
German  BA
Department of Government
Government  BA
Department of History
History  BA
Schusterman Center for Jewish Studies
Jewish studies  BA
Teresa Lozano Long Institute of Latin American Studies
Latin American studies  BA
Department of Linguistics
Linguistics  BA
Department for Mexican American and Latina/o Studies
Mexican American and Latina/o studies  BA
Center for Middle Eastern Studies
Middle Eastern studies  BA
Department of Philosophy
Philosophy  BA
Department of Psychology
Psychology  BA, BSPsy
Department of Religious Studies
Religious studies  BA
Department of Rhetoric and Writing
Rhetoric and writing  BA
Center for Russian, East European, and Eurasian Studies
Russian, East European, and Eurasian studies  BA
Department of Sociology
Sociology  BA
Department of Spanish and Portuguese
Portuguese  BA
Spanish  BA
Center for Women's and Gender Studies
Women's and gender studies  BA

COLLEGE OF NATURAL SCIENCES (p. 250)
Department of Astronomy
Astronomy  BA, BSA, BSAst
Biology Instruction Office
Biology  BSA, BSBio
Department of Chemistry
Chemistry  BA, BSA, BSCh
Department of Computer Science
Computer science  BA, BSA, BSCompSci
School of Human Ecology
Human development and family sciences  BSA, BSHDFS
Human ecology  BSA
Nutrition  BSA, BSNtr
Public health  BSPublichealth
Textiles and apparel  BSTA
Department of Integrative Biology
Biological sciences  BSEnvirSci
Department of Mathematics
Mathematics  BA, BSA, BSMath
Department of Molecular Biosciences
Biochemistry  BSA, BSBioch
Medical laboratory science  BSMedLabSci
Department of Neuroscience
Neuroscience  BSA, BSNerosci
Department of Physics
Physics  BA, BSA, BSPhy

SCHOOL OF NURSING (p. 303)
Nursing  BSN

COLLEGE OF PHARMACY (p. 315)
Pharmacy  PharmD

STEVE HICKS SCHOOL OF SOCIAL WORK (p. 324)
Social work  BSW

Dual Degree Programs
A dual degree program allows for academically outstanding students to pursue two separate degree programs through a structured arrangement that may reduce time to degree completion. Separate degrees are awarded within one university or inter-institutionally when students pursue and complete simultaneous majors leading to two, separate degrees at the same level based on a formal agreement. Separate academic awards for each distinct degree are conferred bearing the university's name, seal, and signature.

- Architecture/Architectural Engineering  BArch and BSArchE
- Architecture/Plan II  BArch and BA
- Business/Computer Science  BBA and BSCompSci

Programs with other institutions.
The dual degree programs listed above lead to two University degrees; in other programs, students pursue degrees from the University and from another school at the same time. The University's School of Pharmacy offers a coordinated program with the University of Texas Health Science Center at Houston School of Public Health leading to the Doctor of Pharmacy (PharmD) professional degree from the University and the Master of Public Health from the center.

Integrated Degree Programs
A degree program, typically five years long, based on a formal agreement within one university or that is inter-institutional intentionally designed
to serve as a bridge between undergraduate and graduate programs. Integrated degree programs allow undergraduate students to complete their coursework as an undergraduate student and use those courses toward a master's program. Graduate-level courses taken by undergraduates may be used to satisfy their undergraduate degree requirements or they may be reserved for graduate credit towards the graduate degree. Such arrangements may reduce time to degree completion. After completing undergraduate degree requirements, students transition to the graduate program and complete their master's degree as a graduate student.

Accountingockrell School of Engineering

Biomedical Engineering

Computer Science

Computer Science and Information Studies

Computer Science and Computational Science,

Engineering, and Mathematics

Electrical Engineering

Mechanical Engineering

Women's and Gender Studies

**Programs with other institutions.**

The integrated degree programs listed above lead to two University degrees; in other programs, students pursue degrees from the University and from another school at the same time. The University's College of Natural Sciences offers an integrated degree program with the University of Texas Health Science Center at Houston School of Public Health leading to the Bachelor of Science in Public Health (BSPublicHealth) degree from the University and the Master of Public Health degree from the center.

**Simultaneous Majors**

With proper approval, an undergraduate may pursue two majors simultaneously. The two majors may lead either to a single degree or to two degrees. For example, a student who majors simultaneously in history and government is awarded a single Bachelor of Arts degree; a student who majors simultaneously in journalism and government receives the Bachelor of Journalism and the Bachelor of Arts.

Students are admitted to the University with a single major. They may choose a second major after completing 30 semester hours of coursework in residence at the University. A student must follow any application procedures and meet any admission requirements that have been established for the second major; information about these and other relevant college policies is available from the dean. Approval of the student's application for simultaneous major will take into account the student's ability to graduate within four years of entering the University.

Students with simultaneous majors must pay all applicable major-related fees for both fields, and they have the right to use the advising and student services provided by both colleges. Decisions about admission to programs, honors, scholastic probation, and dismissal are based independently on the criteria for each major.

A student who chooses to pursue two majors simultaneously is expected to take responsibility for their educational development. The student must know and abide by all policies of each of the colleges in which the student is enrolled. The student must also know and meet the requirements of both degree programs, enroll in courses appropriate to both, meet prerequisites and take courses in the proper sequence, and seek advice from both colleges about degree requirements and other University policies when necessary.

1 For programs requiring more than four years, the projected length of the program will be used instead of the four-year standard.

**Interdisciplinary Opportunities**

Several of the majors listed in the section "Degree Programs" are interdisciplinary in nature. The Bachelor of Science in Biomedical Engineering, for example, is offered by the Cockrell School of Engineering but involves substantial coursework in the life and physical sciences; in the various area studies programs in the College of Liberal Arts, such as Latin American studies and Middle Eastern studies, students examine a geographic area from the viewpoints of several traditional disciplines.

In addition to interdisciplinary majors, the simultaneous major option (p. 13), and the formal dual degree programs described later in this catalog, the University provides various ways for students to add breadth and diversity to their studies. These include the minor and transcript-recognized certificate programs (p. 13); other concentrations, not reflected on the graduate's transcript, are described in the later chapters of this catalog. The Education Abroad program, described in General Information, allows students to consider their own field from the unique viewpoint of another culture. The Bridging Disciplines Programs and other initiatives of the School of Undergraduate Studies help students traverse the traditional boundaries between colleges and disciplines.

Cross-disciplinary initiatives of the colleges and schools are often described on their websites, which may be reached via [http://www.utexas.edu/academics/areas-of-study](http://www.utexas.edu/academics/areas-of-study).

**Minor and Certificate Programs**

**Minor**

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin; students pursuing an integrated undergraduate/graduate program must complete the requirements for the minor within one year after completing the undergraduate requirements of their program.

*Minors in all areas except foreign languages.* Transcript-recognized undergraduate minors require a minimum of 15 hours of coursework in the minor area, but may not require more than 18 hours. None of the specified coursework from the minor can include unnumbered topics courses. Minors must include a minimum of six hours of upper division coursework.

*Minors in foreign languages.* Transcript-recognized undergraduate minors in foreign languages require a minimum of 15 hours of coursework in the minor area, but may not require more than 21 hours. None of the specified coursework from the minor can include unnumbered topics courses. Minors must include a minimum of nine hours beyond first year competence in the language, including at least three hours of upper division coursework.

At least half of the required course work in the minor must be completed in residence at The University of Texas at Austin.

A student may not earn a minor in the same field of study as his or her major, and at least nine of the hours required for the minor must include coursework not used to satisfy the requirements of the student's major. However, courses in the minor may fulfill other degree requirements such as general education requirements or required elective hours.
Transcript recognition is awarded at the time of undergraduate degree completion.

Each of the following transcript-recognized minor programs is described in the catalog section for the college that sponsors it.

**School of Architecture** (p. 39)
- Architectural History Minor
- Architectural Studies Minor
- Interior Design Minor
- Landscape Studies Minor

**McCombs School of Business** (p. 58)
- Accounting Minor
- Accounting Minor for Business Economics Option Program
- Business Analytics Minor
- Business and Public Policy Minor
- Business Minor
- Energy Management Minor
- Entrepreneurship Minor
- Finance Minor
- Finance Minor for Business Economics Option Program
- Global Management Minor
- Healthcare Industry Reform and Innovation Minor
- International Business Minor
- Management Minor
- Management Information Systems Minor
- Marketing Minor
- Professional Sales and Business Development Minor
- Real Estate Minor
- Risk Management Minor
- Supply Chain Management Minor
- Wealth Management Minor

**Moody College of Communication** (p. 83)
- Communicating for Development and Philanthropy Minor
- Communication and Social Change Minor
- Communication Studies Minor
- Global Communication Minor
- Health Communication Minor
- Journalism and Media Minor
- Latino Media Arts and Studies Minor
- Media and Entertainment Industries Minor
- Media Studies Minor
- Professional Sales and Business Development Minor
- Science Communication Minor
- Sports Media Minor

**College of Education** (p. 98)
- Educational Psychology Minor
- Kinesiology and Health Education Minor
- Urban Teachers Minor

**Cockrell School of Engineering** (p. 143)
- Materials Science and Engineering Minor

**College of Fine Arts** (p. 166)
- Art History Minor
- Arts Management and Administration Minor
- Minor in Studio Art

**Jackson School of Geosciences** (p. 183)
- Computational Geosciences Minor
- Geosciences Minor
- Hydrology Minor
- Sedimentology and Earth Surface Processes Minor

**School of Information** (p. 190)
- Informatics Minor

**College of Liberal Arts** (p. 223)
- African and African Diaspora Studies Minor
- American Sign Language Studies Minor
- American Studies Minor
- Anthropology Minor
- Arabic Minor
- Archaeology Minor
- Asian American Studies Minor
- Asian Religions Minor
- Chinese Minor
- Classical Studies Minor
- Comparative Literature Minor
- Core Texts and Ideas Minor
- Cultural Anthropology Minor
- Cultural Expression, Human Experience, and Thought Minor
- Economics Minor
- English Minor
- European Studies Minor
- Evolutionary and Functional Anatomy Minor
- French Studies Minor
- Geography Minor
- German, Scandinavian, and Dutch Studies Minor
- Global Interreligious Dynamics Minor
- Government Minor
- Greek Minor
- Hebrew Minor
- History Minor
- Holocaust and Genocide Studies Minor
- Italian Studies Minor
- Jewish Studies Minor
- Korean Minor
- Language, Culture, and Communication Minor
- Latin Minor
- Law, Justice, and Society Minor
- Lesbian, Gay, Bisexual, Transgender, and Queer/Sexualities Studies Minor
- Medieval Studies Minor
- Mexican American and Latina/o Studies Minor
- Middle Eastern Studies Minor
- Military Leadership Minor
- Persian Minor
• Philosophy Minor
• Philosophy of Law Minor
• Philosophy of the Mind and Language Minor
• Portuguese Minor
• Primatology Minor
• Religious Studies Minor
• Rhetoric and Writing Minor
• Russian Minor
• Russian, East European, and Eurasian Studies Minor
• Slavic and Eurasian Languages Minor
• Social and Behavioral Sciences Minor
• Sociology Minor
• Spanish Minor
• Turkish Minor
• UTeach-Liberal Arts Minor
• Women's and Gender Studies Minor

Scholarship of Social Work (p. 327)
• Disability Studies Minor
• Social Work Minor

Transcript-Recognized Certificate Programs

Transcript-recognized certificate programs offer interdisciplinary curricula that support and extend a student’s major or curricula in a specific academic or technical field that support a student’s educational goals. Undergraduates who complete certificate requirements in conjunction with their degree requirements or within one year after earning the degree receive recognition on the University transcript; students in integrated undergraduate/graduate programs must complete certificate requirements within one year after they complete their undergraduate degree requirements. Transcript-recognized undergraduate academic certificate programs require a minimum of 18 hours of certificate course work but may not require more than 24 hours. A maximum of nine hours of certificate coursework may be taken after the student has earned the undergraduate degree. At least half of the required certificate coursework must be completed in residence at the University.

A student may not earn a certificate in the same field as his or her major, and at least one certificate course must be outside the requirements of the major. However, certificate courses outside the major may be counted toward other degree requirements.

Students should apply for the certificate when they apply for graduation or when they complete the certificate program, whichever is later. Transcript recognition is awarded at the end of that semester or summer session.

The above requirements do not apply to Extended Campus students who are not seeking a degree from The University of Texas at Austin.

For Extended Campus students, all of the required course work in a certificate program must be University of Texas at Austin credit, unless otherwise specified for a specific program. Extended Campus students apply for transcript recognition at the time of certificate completion and transcript recognition is awarded at that time.

Not all transcript-recognized certificate programs are available to Extended Campus students. More information about certificate programs available through TEXAS Extended Campus (TEC), including related policies, is on the TEC website.
The Health Professions Office encourages students in all pre-health professions areas to complete a bachelor’s degree in an area of interest that supports flexibility in career options.

Applying to Professional School

The Health Professions Office provides a variety of application resources and tools to assist students in the application process.

All applicants to health professions programs should consult the schools’ websites and catalogs, as well as the most recent online editions of admissions guides such as ADEA Official Guide to Dental Schools, the AAMC Medical School Admission Requirements, the AAVMC Veterinary Medical School Admission Requirements, and the AACP Pharmacy School Admission Requirements.

Preparation for Law

Per the American Bar Association, there are no specific course prerequisites for admission to law school. Aspiring law students are encouraged to pursue an area of study that interests and challenges them, while engaging in a diverse range of coursework designed to develop strong analytical, critical thinking, and writing skills, within their chosen area of study.

For answers to specific questions about a pre-law program, currently enrolled students of any major may schedule an appointment with the Pre-Law Advisor in the College of Liberal Arts in the Liberal Arts Career Services (LACS). The Pre-Law Advisor can provide students with resources on how to research the legal profession, law schools, and financing a legal education; help applicants plan, strategize, and maximize timing of their application materials; discuss LSAT preparation, scholarship reconsideration, wait list protocol, and other related topics as they pertain to the law school application process. Additional information about preparation for law is available at Pre-Law Planning.

Like most professional schools, the University’s law school has a number of specific requirements. For example, prior to matriculation at law school, candidates must have completed their bachelor’s degree from an accredited college or university, earned a GPA of at least 2.20 on all undergraduate work as calculated by LSAC, and obtained a reportable score on the LSAT. An applicant’s law school admission test (LSAT) score and undergraduate GPA are two of the factors considered, along with their resume, personal statement, letters of recommendation, and other supporting documents; no single factor by itself will guarantee admission or denial. Information about admission to The University of Texas at Austin School of Law is given in the General Information Catalog and in the Law School Catalog.

Preparation for Teacher Certification

Students seeking certification to teach in Texas public schools for elementary (early childhood through grade six) must earn the Bachelor of Science in Applied Learning and Development in the College of Education and must meet the appropriate state certification requirements.

Students seeking certification to teach in Texas public schools for elementary (early childhood through grade six), middle school (grades four through eight), secondary (grades six through 12, seven through 12, and eight through 12), or all-level (early childhood through grade 12) must earn a bachelor’s degree in the field they intend to teach and must meet the requirements for teacher certification. Students seeking
teacher certification for either middle school or secondary math or science must follow the curriculum prescribed by the UTeach-Natural Sciences (p. 17) program. Students seeking teacher certification for middle school or secondary in English for language arts, social studies, or languages other than English must follow the curriculum prescribed by the UTeach-Urban Teachers (p. 17) or UTeach-Liberal Arts (p. 17) programs. Students seeking teacher certification for all-level in art, music, or theatre arts or secondary in dance must follow curriculum prescribed by the UTeach-Fine Arts (p. 17) program. Students seeking teacher certification for other areas should consult an advisor in the major department about degree requirements and a teacher certification advisor in the College of Education about certification requirements.

Middle School, Secondary, and All-Level Teacher Certification

All teacher certification programs for middle school, secondary, and all-level are based on degrees with academic majors in the student's chosen teaching field. Requirements for students seeking teacher certification for middle school, secondary, and all-level include all courses required for the student's major in the College of Education, College of Fine Arts, Jackson School of Geosciences, College of Liberal Arts, or the College of Natural Sciences, as well as the preprofessional and professional education courses.

UTeach-Urban Teachers

UTeach-Urban Teachers is a teacher preparation program for students seeking teacher certification for secondary in English or social studies. Information is available on the UTeach-Urban Teachers website and from the College of Education advising office.

UTeach-Fine Arts

Program advising for students seeking teacher certification for all-level in art, music, and theatre arts or secondary in dance is provided in the College of Fine Arts. Information is available at https://finearts.utexas.edu/students.

UTeach-Liberal Arts

UTeach-Liberal Arts is a professional teacher preparation program for liberal arts students pursuing academic majors in Arabic, Chinese, economics, English, French, history, geography, German, government, Japanese, Latin, Middle Eastern Studies, Russian, and Spanish. Students may seek certification to teach middle school or secondary.

UTeach-Liberal Arts offers a four-semester program for undergraduate students and a three-semester program for postbaccalaureate students. Admission into the program is required. Undergraduate students may enter the program as early as the second semester of their freshman year. More information about UTeach-Liberal Arts and the admission process is available at https://liberalarts.utexas.edu/uteach/.

UTeach-Natural Sciences

Students seeking teacher certification for middle school or secondary in mathematics, computer science, science, or engineering must follow the curriculum prescribed by the UTeach-Natural Sciences program, a collaborative partnership between the College of Education and the College of Natural Sciences. Program advising is housed in the College of Natural Sciences.

Certification Requirements

Information about legal requirements for certification to teach is available from the College of Education certification officer, George I. Sánchez Building 216, or from the Texas Education Agency.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

In accordance with state law, the commissioner of education may suspend or revoke a teaching certificate or refuse to issue a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime that directly relates to the duties and responsibilities of the teaching profession.

Students who have completed all necessary academic requirements for teacher certification must also achieve a passing level of performance on the required state certification examinations and complete fingerprinting requirements. See State Board for Educator Certification (SBEC) at http://www.tea.texas.gov for details. In addition, students seeking bilingual education certification or certification to teach French or Spanish in elementary, middle school, or secondary must earn a passing score at the advanced level on the appropriate language test. Field observations and practical classroom teaching in community and school environments are required of all students seeking teacher certification. Accountability information for the teacher preparation program is given in the General Information Catalog.

Minimum Scholastic Requirements

In addition to meeting the minimum coursework and scholastic requirements for the degree, students seeking teacher certification for middle school, secondary, and all-level must meet other requirements to take the prescribed work in professional development. Students seeking teacher certification must be approved by the College of Education for the Professional Development Sequence. Admission to the Professional Development Sequence (p. 17) is restricted; information about admission requirements is available in the College of Education, Office of the Dean, George I. Sánchez Building 216.

Teaching Fields

All teacher certification candidates for middle school, secondary, and all-level must earn a degree in their primary teaching field by meeting all of the requirements for the appropriate major. While completing these requirements, the student seeking teacher certification must take a core set of courses in the major that fulfill certification requirements. This certification core includes at least 24 semester hours in a single teaching field or 48 semester hours in a composite teaching field, and incorporates the state-specified essential knowledge and skills needed for successful teaching in the field. Often, the student's major department requires more than these 24 semester hours, but the certification core in the major field must be taken.

Students seeking teacher certification for middle school may choose from the following teaching fields:

- English language arts and reading
- social studies
- mathematics
- science

Students seeking teacher certification for secondary may choose from the following teaching fields:

- dance
- English language arts and reading
- history
- social studies
- computer science
Students seeking teacher certification for all-level may choose from the following teaching fields:

- art
- languages other than English (Arabic, Chinese, French, German, Japanese, Latin, Russian, or Spanish)
- music
- physical education
- special education
- theatre arts

Areas for Teacher Certification recommendation:

College of Education

- UTeach-Urban Teachers Program (p. 92)
- Bachelor of Science in Applied Learning and Development (p. 93)
- Bachelor of Science in Kinesiology and Health (p. 96)

College of Fine Arts

- UTeach-Fine Arts Program (p. 153)
- Bachelor of Fine Arts (p. 157)
- Bachelor of Music (p. 160)

College of Liberal Arts

- UTeach-Liberal Arts Programs (p. 201)
- UTeach-Liberal Arts Minor (p. 223)

College of Natural Sciences

- UTeach-Natural Sciences Program (p. 250)
- Bachelor of Science in Biology (p. 261)
- Bachelor of Science in Chemistry (p. 264)
- Bachelor of Science in Computer Science (p. 266)
- Bachelor of Science in Mathematics (p. 274)
- Bachelor of Science in Physics (p. 281)
- UTeach-Natural Sciences Certificate (p. 287)

Education Career Services

Education Career Services provides career services such as resume writing workshops and critiques, interview preparation workshops, individual mock interviews, school district panels, networking opportunities, and job fairs. Additional information is available on the Education Career Services website at https://education.utexas.edu/about/college-offices/career-services.

Criminal History Acknowledgement

As required by HB1508, teacher certification applicants need to be aware of the following:

- In order to earn a State of Texas teacher certification, you must pass a criminal history background check.
- If you have been convicted of an offense that is considered not appropriate for an educator, you could be ineligible to earn a teacher certification from the State of Texas.
- You may request a Preliminary Criminal History Evaluation from the Texas Education Agency. More information about the Preliminary Criminal History Evaluation is online at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

Coursework in the Graduate School and the School of Law

Graduate Work for Undergraduate Credit

An undergraduate may enroll in a graduate course under the following conditions:

1. He or she must be an upper-division student and must fulfill the prerequisite for the course (except graduate standing).
2. He or she must have a University grade point average of at least 3.00.
3. He or she must receive the consent of the instructor of the course and of the graduate adviser for the field in which the course is offered. Some colleges and schools may also require the approval of the dean's office. Individual divisions may impose additional requirements or bar undergraduates from enrolling in graduate courses.
4. Students in most colleges must have their dean's approval before they register for a graduate course.

Undergraduate students may not enroll in graduate courses that have fewer than five graduate students enrolled.

A graduate course taken by an undergraduate is counted toward the student's bachelor's degree in the same way that upper-division courses are counted, unless the course is reserved for graduate credit as described in the next section. Courses reserved for graduate credit may not also be used to fulfill the requirements of an undergraduate degree.

An undergraduate student enrolled in a graduate course is subject to all University regulations affecting undergraduates.

Reservation of Work by Undergraduates for Graduate Credit

Under the following conditions, a degree-seeking undergraduate may enroll in a graduate course and reserve that course for credit toward a graduate degree.

1. The student must have a University grade point average of at least 3.00.
2. The student must have completed at least 90 semester hours of coursework toward an undergraduate degree.
3. The student may not register for more than 15 semester hours in the semester or for more than 12 semester hours in the summer session in which the course is reserved.
4. No more than 12 semester hours may be reserved for graduate credit.
5. All courses reserved for graduate credit must be approved by the twelfth class day of the semester or the fourth class day of the summer session by the course instructor, the student's undergraduate adviser, the graduate adviser in the student's proposed graduate major area, the dean of the student's undergraduate college, and the graduate dean. A form for this purpose is available in the Office of Graduate Studies.

An undergraduate student enrolled in a graduate course is subject to all University regulations affecting undergraduates.

A student who reserves courses for graduate credit must be admitted to a University graduate program through regular channels before the credit may be applied toward a graduate degree. By allowing the student
to earn graduate credit while still an undergraduate, the University makes no guarantee of the student’s admissibility to any graduate program.

Courses in the School of Law
Undergraduate students may not take courses in the School of Law.

Honors
Honors programs and organizations are described in college/school sections of this catalog. General Information gives the requirements for recognition as a College Scholar or Distinguished College Scholar, inclusion on the University Honors list, and graduation with University honors.

Academic Advising
The University views sound academic advising as a significant responsibility in educating students. Academic advisers assist students in developing intellectual potential and exploring educational opportunities and life goals. Many people in the campus community contribute to the advising process, including faculty, staff, student, and professional advisers. Through the relationship established between adviser and student within a friendly, helpful, and professional atmosphere, a student has the opportunity to learn about educational options, degree requirements, and academic policies and procedures; to clarify educational objectives; to plan and pursue programs consistent with abilities, interests, and life goals; and to use all resources of the University to his or her best advantage.

Ultimately, the student is responsible for seeking adequate academic advice, for knowing and meeting degree requirements, and for enrolling in appropriate courses to ensure orderly and timely progress toward a degree. Frequent adviser contact provides students with current academic information and promotes progress toward educational goals. The University supports that progress and encourages effective academic advising campus-wide.

The advising systems are described in the college/school sections of this catalog.

Student Responsibility
While University faculty and staff members give students academic advice and assistance, each student is expected to take responsibility for his or her education and personal development. The student must know and abide by the academic and disciplinary policies given in this catalog and in General Information, including rules governing quantity of work, the standard of work required to continue in the University, scholastic probation and dismissal, and enforced withdrawal. The student must also know and meet the requirements of his or her degree program, including the University's basic education requirements; must enroll in courses appropriate to the program; must meet prerequisites and take courses in the proper sequence to ensure orderly and timely progress; and must seek advice about degree requirements and other University policies when necessary.

The student must give correct local and permanent postal addresses, telephone numbers, and e-mail address to the Office of the Registrar and to the offices of the student’s deans and must notify these offices immediately of any changes. Official correspondence is sent to the postal or e-mail address last given to the registrar; if the student has failed to correct this address, he or she will not be relieved of responsibility on the grounds that the correspondence was not delivered.

The student must verify his or her schedule of classes each semester, must see that necessary corrections are made, and must keep documentation of all schedule changes and other transactions.

All students should be familiar with the following sources of information:

The University Catalog
Information about the University catalog is found in General Information.

The Course Schedule
The Course Schedule is published by the Office of the Registrar and is available before registration for each semester and summer session at http://registrar.utexas.edu/schedules/. It includes information about registration procedures; times, locations, instructors, prerequisites, and special fees of classes offered; and advising locations.

Dean’s Offices
In each college, the office of the assistant or associate dean for student affairs serves as a central source of information about academic affairs and student services. The student should consult the dean's office staff for information not provided in the publications listed above; a student who is in doubt about any University regulation should always seek clarification in the dean’s office before proceeding.

Graduation
The University holds commencement exercises at the end of the spring semester. Each college and school also holds a commencement ceremony in the spring, and many hold graduation exercises in the fall. Graduating students are encouraged to participate. Those who graduate in the summer or fall may attend commencement the following spring. Each student should consult his or her dean early in the semester of graduation for information about commencement activities and procedures.

No degree will be conferred except on publicly announced dates.

Multiple Degrees
A student may not receive more than one degree with the same title.

General Requirements
To receive an undergraduate degree from The University of Texas at Austin, a student must fulfill the Core Curriculum (p. 23) requirements and all requirements for the degree as set forth in a catalog under which he or she is eligible to graduate and any special requirements of the college or school and department offering the degree, as well as the following minimum general requirements:

1. The student must have a grade point average of at least 2.00 on all courses undertaken at the University (including credit by examination, correspondence, and extension) for which a grade or symbol other than Q, W, X, or CR is recorded. Additional requirements imposed by a college or school, if any, are given in the college’s section of this catalog.

2. The student must fulfill the following requirements regarding coursework taken in-residence. Residence credit includes only courses taken at The University of Texas at Austin; it does not include credit by examination, courses taken by extension or correspondence, and online courses that are recorded as transfer credit. Coursework in University-approved affiliated study abroad programs (international provider programs) is treated as residence credit for requirement 2a below. However, coursework in University-
approved affiliated study abroad programs may not be used to fulfill requirement 2b.

a. The student must complete in-residence at least 60 semester hours of coursework counted toward the degree. (This requirement is waived for students in the Associate Degree in Nursing to Bachelor of Science in Nursing (ADNBSN), a degree program for registered nurses who hold associate’s degrees or diplomas in nursing.)

b. At least six semester hours of advanced coursework in the major must be completed in residence.

Additional requirements imposed by a college or school, if any, are given in the college/school sections of this catalog. Many degree plans include residence rules in addition to the above University-wide requirements; the appropriate academic units have the discretion to determine applicability of University-approved affiliated study abroad credit toward all college- and school-specific requirements for coursework in-residence. Course equivalency and University approval of study abroad courses are determined by the appropriate academic units.

3. Coursework in American government and American history (the legislative requirement):

a. Each student must complete six semester hours of coursework in American government, including Texas government. Because these courses are not electives, they may not be taken on the pass/fail basis at the University. Credit by examination may be counted toward the requirement.

The six hours of coursework used to fulfill the requirement must cover both the United States and the Texas constitutions. Texas colleges and universities differ in the way they include this material in the courses they offer. As a result, some combinations of government courses taken at different institutions do not fulfill the requirement, even though they provide six hours of credit. The following combinations of coursework, some of which include transferred work, fulfill the government requirement at the University:

i. Government 310L and 312L or 312P
ii. Government 310L and three hours of transfer credit in United States government (entered into the student’s University record as “GOV 3 US”)
iii. Government 310L and three hours of transfer credit in Texas government (Government 306C)
iv. Three hours of transfer credit in United States government (“GOV 3 US”) and three hours of transfer credit in Texas government (Government 306C)

A number of sections of Government 312L are offered each semester. Because some of these sections deal with state government and some deal with federal government, credit for Government 312L in combination with transfer credit in United States government (“GOV 3 US”) or in Texas government (Government 306C) may fail to fulfill the legislative requirement. If a student has such a combination of credit, the School of Undergraduate Studies will evaluate the coursework to determine whether both the state and the federal components of the requirement have been met.

b. Each student must complete six semester hours of coursework in American history. Up to three hours in Texas history may be counted toward this requirement. Because these courses are not electives, they may not be taken on the pass/fail basis at the University. Credit by examination may be counted toward the requirement.

ROTC courses may not be counted toward the legislative requirement in history or government. Policies about the use of ROTC courses are given in each of the college/school sections of this catalog.

4. A candidate for a degree must be registered at the University either in-residence or in absentia the semester or summer session the degree is to be awarded and must apply to the dean for the degree no later than the date specified in the official academic calendar. Some colleges require that their students be registered in that college the semester of graduation; these rules are given in the college/school sections of this catalog.

**Graduation Under a Particular Catalog**

To receive a bachelor’s degree, a student must fulfill all the degree requirements in a catalog under which they are eligible to graduate; the choices open to students in each college and school are explained below. The student must complete degree requirements within a specified time period; if the student leaves school to enter military service during a national emergency, the time required to meet the military obligation is excluded from the time allowed for completion of the degree.

A student who transfers to the University from another Texas public institution of higher education has the same catalog choices as would have been available if the dates of attendance at the University had been the same as the dates of attendance at the other institution.

Since each college and school must retain the flexibility to improve its curriculum, course offerings may be changed during the student’s education. If a course required under a previous catalog is no longer offered, students eligible to graduate according to that catalog should consult the dean of the college to learn whether another course may be used to fulfill the requirement.

**Catalog Choices**

The catalog choices open to business, engineering, and pharmacy students are described below. In all other divisions, a student may graduate under the catalog covering any academic year in which the student was enrolled at the University. Whichever catalog the student chooses, all degree requirements must be completed within six years (seven years for the Bachelor of Architecture) of the end of the two-year period covered by that catalog. For example, a student who chooses to graduate according to the requirements in the 2020-2022 catalog must do so by the end of the summer session 2028 (2029 for the Bachelor of Architecture).

**McCombs School of Business**

A business student may graduate under the catalog covering any academic year in which the student was enrolled at the University. A business honors student who adds a second business major must graduate under the same catalog for both majors.

Whichever catalog the student chooses, all degree requirements must be completed within six years of the end of the two-year period covered by that catalog. For example, a student who chooses to graduate according to the requirements in the 2020-2022 catalog must do so by the end of the summer session 2028.
Cockrell School of Engineering
An engineering student may graduate under the catalog covering any academic year in which the student was enrolled in the school. Whichever catalog the student chooses, all degree requirements must be completed within six years of the end of the two-year period covered by that catalog. For example, a student who chooses to graduate according to the requirements in the 2020-2022 catalog must do so by the end of the summer session 2028.

Course substitutions in the degree program are permitted only with the approval of the departmental undergraduate adviser and the dean.

College of Pharmacy
A pharmacy student may graduate under the catalog in effect immediately preceding the student's admission to the college or the catalog covering any academic year in which the student was enrolled in the professional curriculum in the college. Whichever catalog they choose, students must complete all degree requirements within seven years of the end of the two-year period covered by that catalog. For example, a student who chooses to graduate according to the requirements in the 2020-2022 catalog must do so by the end of the summer session 2029.
School of Undergraduate Studies

Brent Iverson, PhD, Dean
Lori Holleran Steiker, PhD, Associate Dean
Jeanette M. Herman, PhD, Assistant Dean, Academic Initiatives
Patty Moran Micks, Assistant Dean
http://ugs.utexas.edu/

General Information

Mission
The School of Undergraduate Studies oversees the components of a college education that are shared by all undergraduates at the University. The mission of the school includes responsibility for sustaining a dynamic common curriculum and enriching the undergraduate experience through innovative advising, career counseling, academic assistance, learning communities, interdisciplinary programs, and undergraduate research. The overall functions of the school are organized as follows:

Common Curriculum
- To instill in each student the distinctive traits of a University of Texas at Austin graduate and broadly educated person.
- To ensure a high-quality core curriculum by working closely with the other colleges and schools to set and enforce standards for the courses required of all undergraduate students.
- To develop and maintain innovative classes for first-year students.
- To set standards for and to evaluate courses that satisfy campus-wide requirements in writing and speaking, ethics, global cultures, cultural diversity, quantitative reasoning, and independent inquiry.
- To assess and support ongoing curricular innovation and teaching excellence in these courses and throughout the undergraduate curriculum.

Strategic Advising & Career Counseling
- To offer advising services that help students find coherent paths through the University that suit their academic and career interests, focusing on students who are unsure of their majors or who are considering a change.
- To provide training and resources for advisers from every college and school.
- To prepare students for graduate school or their careers with the workplace knowledge needed for making sound choices.

Academic Assistance
- To provide multiple avenues by which students can develop the ability to succeed academically.
- To help students improve performance inside and outside traditional classrooms.

Learning Communities
- To support student success by cultivating community-based academic experiences, especially for first-year students.
- To foster leadership among students in these communities.

Interdisciplinary Programs
- To create and coordinate interdisciplinary certificate and degree-granting programs, working closely with the other colleges and schools.
- To develop integrated strands of courses for satisfying campus-wide requirements.

Undergraduate Research
- To foster undergraduate participation in the University’s creative activity and research.

Admission and Registration

Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Students who wish to explore one or more fields of study before choosing a major are encouraged to apply for admission to the School of Undergraduate Studies. Students who are not admitted into their desired major in another college or school may also be offered admission to Undergraduate Studies.

Detailed information about the admission process is provided in the General Information Catalog which also includes information about registration, adding and dropping courses, transferring from one division of the University to another, and the academic calendar. The Course Schedule, published before registration each semester, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and General Information Catalog are available through the registrar’s website.

Academic Policies and Procedures

Basic Education Requirements
The University strives to enroll exceptionally well-prepared, highly motivated students and to produce self-reliant graduates who will become leaders in both their chosen professions and their communities. The University must not only equip its graduates with occupational skills, but also educate them broadly enough to enable them to adapt to and cope with the accelerated process of change occurring in business, professional, and social institutions today. Students must be exposed to a broad spectrum of arts and science so that they may be educated beyond vocational requirements and thus be prepared for responsible citizenship in an increasingly complex world.

All graduates of the University are expected to:
- communicate clearly and accurately, defend an idea on the basis of evidence, draw conclusions, and evaluate the arguments of others
- have a critical understanding of the society in which we live and the ways it has evolved through time
- be able to analyze ethical issues and their possible resolutions
- understand facets of science and the ways in which knowledge of the universe is gained and applied
- understand aspects of mathematics and apply quantitative skills to problem solving
- have a critical understanding of how human cultures are expressed in literature, philosophy, or language
- participate in and/or critically analyze some area of the visual and performing arts
To help students in all majors acquire the traits of an educated person, the general faculty of the University has adopted the core curriculum outlined below. All students, regardless of major, must complete the core curriculum prior to earning an undergraduate degree.

Often, courses required by the student’s degree program may be used concurrently to fulfill one or more of the core curriculum requirements listed below. When possible, students should select core courses that also satisfy specific requirements of their intended degrees. For more information, students should consult their advisors and the degree requirements given in the college/school sections of this catalog.

Core Curriculum

All students pursuing an undergraduate degree at the University must complete the 42-hour statewide core curriculum. The component area requirements are consistent with statewide core curriculum guidelines; the area of the statewide core that each requirement meets is given in parentheses in the table below. A single course may not be counted toward more than one core area.

Courses used to fulfill core curriculum requirements must be taken for a letter grade; the minimum acceptable grade is $D$. Individual degree plans may not require a higher minimum standard for core courses in general. However, individual degree plans may set a higher minimum grade standard for core courses that are also required in the major field or are required as prerequisites for courses in the major.

<table>
<thead>
<tr>
<th>Core Component Area</th>
<th>Semester Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Signature Course (Texas Core Code 090)</td>
<td>3</td>
</tr>
<tr>
<td>Course should be taken during the student’s first year enrolled at the University.</td>
<td></td>
</tr>
<tr>
<td>English Composition and Core Writing Flag (Texas Core Code 010)</td>
<td>6</td>
</tr>
<tr>
<td>Humanities (Texas Core Code 040)</td>
<td>3</td>
</tr>
<tr>
<td>American and Texas Government (Texas Core Code 070)</td>
<td>6</td>
</tr>
<tr>
<td>U.S. History (Texas Core Code 060)</td>
<td>6</td>
</tr>
<tr>
<td>Social and Behavioral Sciences (Texas Core Code 080)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (Texas Core Code 020)</td>
<td>3</td>
</tr>
<tr>
<td>Natural Science and Technology, Part I (Texas Core Code 030)</td>
<td>6</td>
</tr>
<tr>
<td>Natural Science and Technology, Part II (Texas Core Code 093)</td>
<td>3</td>
</tr>
<tr>
<td>Visual and Performing Arts (Texas Core Code 050)</td>
<td>3</td>
</tr>
<tr>
<td>Total number of semester credit hours</td>
<td>42</td>
</tr>
</tbody>
</table>

The School of Undergraduate Studies monitors core courses to ensure that they meet the guidelines set by the general faculty and the Texas Higher Education Coordinating Board. For the complete list of courses that have been approved to count for each core component area for all students at The University of Texas at Austin, students should consult the current General Information Catalog or see the Undergraduate Studies website. Students should consult the Course Schedule in order to see the core offerings in any given semester.

State law requires that courses fulfilling a core component area (including the institutionally designated option) at one Texas public institution must transfer and substitute for the receiving institution’s requirements. However, this only applies to courses taken when a student does not hold degree-seeking status at The University of Texas at Austin, typically before first enrolling at the University. While a student holds degree-seeking status at the University, courses taken to fulfill core curriculum requirements must be chosen from The University of Texas at Austin’s core course list published in the General Information Catalog for the current academic year, regardless of where they are taken.

**Signature Courses**

The Signature Courses at The University of Texas at Austin (UGS 302 and UGS 303) introduce students to new ways of learning through a myriad of subjects and topics by connecting students with distinguished faculty members in unique learning environments. In this rigorous intellectual experience, students develop advanced college-level skills in research, writing, speaking, and discussion through an approach that is both interdisciplinary and contemporary. These classes range from the arts and humanities to the hard sciences, but every class has unique components that help students throughout their college career and beyond. All students are required to take a Signature Course to fulfill university core requirements. Transfer students have the option to register for Transfer Signature Courses.

The Signature Courses:

- put new students in contact with top faculty from across the University;
- help guide students as they strive to become better writers, speakers, and problem solvers;
- assist students in using research methods and critical thinking skills that are necessary to perform well in all of their other courses;
- familiarize students with the gems of the University;
- engage students in a university-wide academic event.

More information about Signature Courses is available at [http://ugs.utexas.edu/sig](http://ugs.utexas.edu/sig).

**Additional Basic Education Requirements**

**Skills and Experience Flags**

The Skills and Experience Flags are a unique and innovative feature of all undergraduate degrees at The University of Texas at Austin. The flags are specifically designed to provide the enriched education that all students will need to become effective future leaders in our society and a constantly evolving workplace. To this end, in the process of fulfilling the core curriculum, major, and other degree requirements, all undergraduate students are required to complete courses with content in the following six flag areas:

- Writing: three flagged courses beyond RHE 306 or its equivalent
- Quantitative reasoning: one flagged course
- Global cultures: one flagged course
- Cultural diversity in the United States: one flagged course
- Ethics: one flagged course
- Independent inquiry: one flagged course

Courses used to fulfill flag requirements must be taken for a letter grade unless the flagged course is only offered on a pass/fail basis; the minimum acceptable grade is $D$. Individual degree plans may not require a higher minimum standard for flagged courses in general. However, individual degree plans may set a higher minimum grade standard for flagged courses that are also required in the major field or are required as prerequisites for courses in the major.

Courses with sufficient content in these areas will be identified in the Course Schedule by the appropriate flags. The School of Undergraduate Studies monitors flagged courses to ensure that they meet the guidelines set by the general faculty. When a course is approved to carry
more than one flag, enrolled students may use all of those flags to fulfill degree requirements, except that the global cultures flag and the cultural diversity in the United States flag must be earned in separate courses.

While all undergraduate degree programs require the flags, some are still in the process of implementing the third writing flag requirement. Students who choose to graduate according to the requirements of the 2020–2022 Undergraduate Catalog should consult their advisors and the degree requirements listed in the schools/colleges sections of this catalog to determine which of the flag requirements apply to them and how to integrate them into their degree plans.

Because flags are a unique feature of a University of Texas at Austin degree, they are designed to be completed in residence. Students may submit substitution petitions through the School of Undergraduate Studies for the following types of courses to satisfy flag requirements once they have been accepted for University of Texas at Austin credit:

- courses taken for a letter grade as part of a study abroad program
- courses taken for a letter grade through Texas Extended Campus
- in-residence courses taken for a letter grade
- transfer courses from other colleges or universities taken for a letter grade prior to the student's first semester enrolled at The University of Texas at Austin

The following types of courses or credit are rarely eligible for flag substitution:

- dual credit courses, or courses taken prior to high school graduation
- credit-by-exam courses, including courses for which Advanced Placement, A levels, or International Baccalaureate credit is earned
- any course of less than three weeks (fewer than 21 days)
- transfer courses from other colleges or universities taken during or after the student's first semester enrolled at The University of Texas at Austin (with the exception of study abroad courses)

In all cases, flag substitution petitions will be evaluated to determine whether the course taken satisfies the flag criteria and interpretation at a level of rigor expected for courses at The University of Texas at Austin.

Foreign Language

In addition to the core curriculum requirements above, undergraduates are expected to have completed two years in a single foreign language in high school. Students without at least two years of high school foreign language coursework in the same foreign language must earn credit for the beginning level proficiency course or sequence in a foreign language; this credit does not count toward the student’s degree. For the description of beginning level proficiency in a specific foreign language, please see https://liberalarts.utexas.edu/student-affairs/Majors-and-Minors/foreign-language-requirement.php. Students should consult their advisors and the degree requirements listed in the colleges/schools sections of this catalog to determine whether additional foreign language requirements apply to them.

Minor and Certificate Programs

Bridging Disciplines Programs

The Bridging Disciplines Programs (BDPs) support students in becoming versatile thinkers with the skills to collaborate across disciplines and cultures. The BDPs are designed to complement a student’s major with an individualized plan of study leading to an interdisciplinary certificate in one of the following areas:

- Children and Society
- Conflict Resolution and Peace Studies
- Design Strategies
- Digital Arts and Media
- Environment and Sustainability
- Ethics and Leadership in Business
- Ethics and Leadership in Health Care
- Ethics and Leadership in Law, Politics, and Government
- Ethics and Leadership in Technology and the Media
- Human Rights and Social Justice
- Innovation, Creativity, and Entrepreneurship
- Media, Culture, and Identities
- Museum Studies
- Patients, Practitioners, and Cultures of Care
- Public Policy
- Smart Cities
- Social Entrepreneurship and Nonprofits
- Social Inequality, Health, and Policy

Each BDP is overseen by an interdisciplinary faculty panel that sets policy, approves courses, and selects students. Within each broad area, students choose a strand of specialized courses drawn from disciplines across the University. Students are encouraged to use the BDP theme to select courses and integrate degree requirements; to this end, courses taken to fulfill core curriculum requirements, courses fulfilling major requirements, and electives may also be counted toward a BDP. In order to provide students with an interdisciplinary set of perspectives on their BDP topics, the BDP certificate may include no more than one strand course from a student’s major(s), and students will be required to work with a BDP advisor to ensure that the certificate as a whole is interdisciplinary. Participation in undergraduate research, internships and creative projects is also central to the design of the BDPs.

All degree-seeking undergraduates at the University are eligible to apply for the BDPs. With careful planning, a BDP can complement most degree plans. However, because the BDPs build on core requirements and electives, students are encouraged to start early in their University careers. Students using a BDP certificate to satisfy a specific degree requirement should consult their major and BDP advisors about possible restrictions on what courses may simultaneously satisfy BDP and other degree requirements. Because there is significant overlap in program focus and course work, the following majors and BDP certificates may not be combined:

- Students majoring in Arts and Entertainment Technology may not pursue the Digital Arts and Media BDP.
- Students majoring in Environmental Science or Sustainability Studies may not pursue the Environment and Sustainability BDP.
- Students majoring in Communication and Leadership may not pursue the Ethics and Leadership in Technology and the Media BDP.
- Students majoring in Public Health or Health and Society may not pursue the Public Health strand of the Social Inequality, Health, and Policy BDP; they may, however, pursue other strands within that program.

Undergraduates who complete BDP requirements in conjunction with their degree requirements or within one year after earning the degree receive a certificate and recognition on the University transcript; students in integrated undergraduate/graduate programs must complete certificate requirements within one year after they complete their undergraduate degree requirements. A maximum of nine semester hours of the certificate coursework may be taken after the student has
earned the undergraduate degree. At least half of the required certificate coursework must be completed in residence at the University.

Students should request certification from the BDP office when they apply for graduation or when they complete the certificate program, whichever is later. Transcript recognition is awarded at the end of that semester or summer session.

In order to earn a BDP certificate, students must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 19 semester hours of coursework. The distribution of coursework varies by specialization, and students should consult the BDP office for the requirements of each program. For all specializations, the coursework requirements consist of the following:</td>
<td>19</td>
</tr>
<tr>
<td>Foundation Courses: One to 10 hours in foundation courses that introduce key concepts and methodologies related to the interdisciplinary concentration.</td>
<td></td>
</tr>
<tr>
<td>Connecting Experiences: Three to nine hours in undergraduate research, internships, and/or creative project courses that connect students’ interdisciplinary concentration to their major.</td>
<td></td>
</tr>
<tr>
<td>Courses in a Strand: Six to 12 hours in courses in a strand, which allows students to focus their remaining BDP coursework.</td>
<td></td>
</tr>
<tr>
<td>A three- to four-page integration essay in which students reflect on what they have learned and accomplished through their BDP experience.</td>
<td></td>
</tr>
<tr>
<td>Completion of the requirements of a major.</td>
<td></td>
</tr>
</tbody>
</table>

Please Note:

Students must earn a grade of at least C- in each of the courses taken to fulfill BDP requirements and the cumulative grade point average in all courses counting toward a student’s BDP certificate must be at least 2.00. All but one of the courses taken to fulfill BDP requirements must be taken on the letter-grade basis.

At least half of the required coursework in the BDP certificate must be completed in residence at The University of Texas at Austin.

1. Course listings for BDP strands are located on the BDP website at http://ugs.utexas.edu/bdp.

2. These essays will be reviewed by members of a BDP faculty panel. Additional guidelines are available from the BDP advisors.

More information about BDPs is available at http://ugs.utexas.edu/bdp.

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the School of Undergraduate Studies: Bridging Disciplines (BDP), Developmental Studies (DEV), and Undergraduate Studies (UGS).

Programs and Centers

James W. Vick Center for Strategic Advising & Career Counseling

The James W. Vick Center for Strategic Advising & Career Counseling integrates learning-centered academic advising with career counseling to assist students enrolled in the School of Undergraduate Studies and all students interested in changing majors at The University of Texas at Austin.

Vick Center advisers and counselors serve on cross-functional teams, bringing knowledge and expertise about major and career exploration together to help students plan their educational and career paths.

After a period of up to four semesters of exploration and strategic advising, students in the School of Undergraduate Studies choose a major in one of the University’s other colleges or schools. More information about the James W. Vick Center for Strategic Advising & Career Counseling is available at http://ugs.utexas.edu/vick.

Sanger Learning Center

The Sanger Learning Center is a university-wide learning resource dedicated to students’ mastery of course content and development of transferable academic and professional skills. Services are free to currently enrolled students in all schools and colleges (some restrictions may apply).

Summary of Services

- Appointment Tutoring provides one-to-one tutoring sessions for many challenging undergraduate courses.
- Drop-in Tutoring offers informal, group-based content support for many lower-division math, physics, and chemistry courses.
- Learning Specialist Appointments are private academic counseling appointments. Students can explore time management, study skills, test anxiety and more with SLC professional staff.
- Math Refreshers are workshops to refresh students’ algebra, trigonometry, and calculus skills.
- Math Reviews help calculus and pre-calculus students prepare for exams.
- Peer Academic Coaching offers students the opportunity to develop effective study skills by meeting one-on-one with a trained peer academic coach.
- Peer-led Undergraduate Studying supports student performance and motivation with weekly study groups in historically difficult upper-division courses.
- The Public Speaking Center provides one-to-one consultation services to undergraduate and graduate students who are working on oral communication assignments.
- Supplemental Instruction offers guided study sessions to support students in historically difficult, lower-division courses.

More information about the Sanger Learning Center is available at http://ugs.utexas.edu/slc.

360 Connections

The 360 Connections initiative was developed so all first-year students have the opportunity to connect with a small peer group during their first semester on campus. By participating in a 360 Connection (which may be a cohort, program, community, group, or class), students receive a holistic, 360° view of life as a Longhorn. More information about the 360 Connections is available at http://ugs.utexas.edu/360.
First-year Interest Groups

A First-year Interest Group (FIG) is comprised of 18-25 new students who take two to four classes together during their first semester at the University. FIGs help students integrate socially, academically, and developmentally to ensure a smooth transition to college life, leading to academic success and on-time graduation. Each group attends a weekly seminar led by a peer mentor and a staff facilitator. Each FIG student attends classes, studies, and participates in various activities with their mentor and fellow first-years. More information about FIGs is available at http://ugs.utexas.edu/fig.

Transfer-year Interest Groups

Transfer-year Interest Groups (TrIGs) provide a unique opportunity for new transfer students to build a peer academic community, gain the skills to meet the University's level of academic rigor, and register for their first-choice courses. Each TrIG includes a peer mentor and staff facilitator who meet with students in regular seminars, small group meetings, and one-on-one discussions. More information about TrIGs is available at http://ugs.utexas.edu/tye/trig.

Bridging Disciplines Programs

The Bridging Disciplines Programs (BDPs) are designed to complement a student's major with an individualized plan of study leading to an interdisciplinary certificate in one of the following areas:

- Children and Society
- Conflict Resolution and Peace Studies
- Design Strategies
- Digital Arts and Media
- Environment and Sustainability
- Ethics and Leadership in Business
- Ethics and Leadership in Health Care
- Ethics and Leadership in Law, Politics, and Government
- Ethics and Leadership in Technology and the Media
- Human Rights and Social Justice
- Innovation, Creativity, and Entrepreneurship
- Media, Culture, and Identities
- Museum Studies
- Patients, Practitioners, and Cultures of Care
- Public Policy
- Smart Cities
- Social Entrepreneurship and Nonprofits
- Social Inequality, Health, and Policy

All degree-seeking undergraduates at the University are eligible to apply. More information about BDPs is available at http://ugs.utexas.edu/bdp.

Office of Undergraduate Research

The Office of Undergraduate Research (OUR) fosters undergraduate participation in research and creative activity across the disciplines by raising the visibility of undergraduate research on campus, facilitating students' pursuit of research related to their interests and goals, and helping students share their work with others.

Services offered include weekly sessions on how to get involved in research, individual advising, and workshops on a variety of topics like designing and presenting a research poster. The office coordinates Research Week, the University's annual celebration of undergraduate research and creative activity.

Undergraduate Research also oversees Eureka, an online database devoted to undergraduate research projects and opportunities at the University. More information on the Office of Undergraduate Research is available at http://ugs.utexas.edu/our.

Discovery Scholars Program

The Discovery Scholars Program (DSP) is a four-year, learning community program for select students in the School of Undergraduate Studies. Students are invited to participate, and the DSP staff provides support for their transition from high school to college and connects them to campus resources. Students are also encouraged to take responsibility for their individual educational journey. Benefits include individualized educational planning and advising, small-section course options, tutoring, mentoring, community programming, and a focus on academic and civic development. More information about the Discovery Scholars Program is available at http://ugs.utexas.edu/dsp.

Texas Success Initiative

The Texas Success Initiative (TSI) is a state-mandated program designed to improve student success in college. There are two components of the program: (1) an assessment to determine students' basic skills in reading, mathematics, and writing and (2) developmental instruction to strengthen academic skills.

Developmental instruction options include a co-requisite model under which students concurrently enroll in a developmental studies course and credit-bearing course for each subject area for which the student is referred to developmental coursework. Co-requisite courses are available only to students who meet both Texas Success Initiative (TSI) eligibility and specific program requirements.

All non-exempt students are required by law to take the TSI Assessment (TSIA), which is the only college-readiness assessment approved by the Texas Higher Education Coordinating Board. More information about the Texas Success Initiative, including a list of exemptions, is available in the General Information Catalog and at http://ugs.utexas.edu/tsi.
School of Architecture

D. Michelle Addington, DDes, Dean
Allan W. Shearer, PhD, Associate Dean for Research and Technology
Francisco H. Gomes, M Arch, Associate Dean for Academic Affairs
Charlton N. Lewis, M Arch, Assistant Dean for Student Affairs
Jeff S. Evelyn, BA, Assistant Dean, Administration
http://soa.utexas.edu/

General Information

Accreditation
The School of Architecture is a member of the Association of Collegiate Schools of Architecture and the Association of Collegiate Schools of Planning.

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established institutional standards.

Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

The University of Texas at Austin School of Architecture offers the following NAAB-accredited degree programs:

- B. Arch. (161 undergraduate credits)
- M. Arch (preprofessional degree + 60 credits)
- M. Arch. (non-preprofessional degree + 96 credits)

Most recent accreditation visit for all programs: 2018. Next accreditation visit for all programs: 2026.

The Bachelor of Architecture and Master of Architecture satisfy the registration requirements of the Texas Board of Architectural Examiners.

The Council for Interior Design Accreditation (CIDA) is an independent, non-profit accrediting organization for interior design education programs at colleges and universities in the United States and internationally. Founded in 1970, this knowledge-driven organization has been passionately committed to the ongoing enrichment of the interior design profession through identifying, developing and promoting quality standards for the education of entry-level interior designers, and then encouraging, accrediting and supporting educational programs to aspire to those standards.

Through a process of program self-evaluation and peer review, accreditation promotes achievement of high academic standards, while making education more responsive to student and societal needs. More than 150 interior design programs are currently accredited by the Council, serving an estimated 20,000 students.

The University of Texas at Austin School of Architecture offers the following CIDA-accredited degree program:

Bachelor of Science in Interior Design (126 credits)

Next accreditation visit for Interior Design: Fall 2020

The Bachelor of Science in Interior Design satisfies the interior design registration requirements of the Texas Board of Architectural Examiners, and is also accredited by the National Association of Schools of Art and Design.

The Master of Science in Community and Regional Planning is accredited by the American Planning Association.

Mission
The School of Architecture seeks to assist those who wish to develop knowledge, sensitivity, and skill in design, planning, and construction, so that as architects, interior designers, and planners they may improve the human environment. The curriculum offers opportunities for a broad education in professional subjects and in the arts and the humanities. Through avenues that stress solving actual and theoretical problems, the school seeks to enhance the knowledge and skill necessary to link understanding to experience, theory to practice, and art to science in ways that respond to human needs, aspirations, and sensibilities. Through its consortium of architects, interior designers, planners, and educators and scholars in these fields, the school provides a service to society and to the architecture, interior design, and planning professions by advancing the state of the art in design and technology.

History
The University began offering professional degrees in architecture in 1910 within the Department of Engineering. The School of Architecture was established in 1948 as a division of the College of Engineering and became an autonomous school of the University in September 1951. Graduate study in architecture began at the University in 1912. More than five thousand undergraduate and graduate degrees in architecture and planning have been conferred.

Education in community and regional planning was first offered as an undergraduate study option in the School of Architecture from 1948 to 1957. The Master of Science in Community and Regional Planning was formally approved in October 1959, the Doctor of Philosophy, in April 1998.

Education in interior design was first offered in 1939 within the degree of Bachelor of Science in Home Economics. In 1992 the College of Natural Sciences created the Bachelor of Science in Interior Design degree program; in the fall of 1998 this program was transferred to the School of Architecture. The first interior design degrees were conferred by the school in May 2001.

Facilities
The School of Architecture is housed in four adjacent buildings at the heart of the campus: Battle Hall (1911) and Sutton Hall (1918, renovated in 1982), designed by the American architect Cass Gilbert; Goldsmith Hall (1933, expanded and renovated in 1988), designed by the French architect Paul Philippe Cret; and the West Mall Building (1961) by the Texas firm Jessen, Jessen, Millhouse, and Greeven.

The Architecture and Planning Library, a branch of The University of Texas Libraries, supports the School of Architecture by directly enhancing the value, relevance, and effectiveness of its teaching, research, and public service goals. The library, located in historic Battle Hall, also serves the public with ongoing exhibitions displayed in the grand reading room.
All students, faculty, and staff have convenient access to literature, information, and visual and digital resources that support education and research. While the library is located in close proximity to the school, its catalog, instructional guides, and digital content are web-based, allowing virtual discovery and access via the Internet. Staff provide expert information services that teach and develop research, as well as evaluative and critical thinking skills necessary for professional practice and lifelong learning. The Architecture and Planning Library is home to a large circulating collection, subject-specific journals, special collections of rare or unique publications, and the Alexander Architectural Archives, one of the largest such repositories in the country. Materials currently collected by the library and archive meet the curricular needs of the school’s programs and enable faculty and graduate students to undertake original research projects.

The Center for Sustainable Development, located in the West Mall Building, supports School of Architecture based disciplinary, interdisciplinary, and trans-disciplinary research on the built environment through complementary programs of research, education, and community outreach. The center is unique in its integration of diverse interests to develop creative, balanced, and achievable solutions to the physical and social challenges facing the planning, construction, and preservation of buildings, neighborhoods, landscapes, and regions.

The Center for American Architecture and Design provides support and resources for the scholarly study of American architecture. Through lectures, exhibitions, seminars, symposia, fellowship support, and the collection of research materials, the center encourages architects, landscape architects, and others to collaborate. Regular scholarly publications of the center include CENTER, Centerline, and the O’Neil Ford Monographand Duograph book series.

The Lady Bird Johnson Wildflower Center, located south of the main campus, conducts applied research on sustainable landscapes and ecosystem services, develops comprehensive educational materials, and consults on landscape development projects of all sizes to capitalize on the ability of sustainable landscapes to improve communities. The site consists of 284 acres, including nine acres of cultivated gardens. In partnership with the American Society of Landscape Architects and the United States Botanic Garden, contributed to the Sustainable Sites Initiative (SITES) rating system, which is now administered through the United States Green Building Council (USGBC).

Comparative Mobility for Competitive Megaregions, located in West Mall Building, leads consortium of universities to provide research that supports legal and analytical frameworks for megaregion transportation planning. It is a United States Department of Transportation Tier 1 University Transportation Center.

The Technology Lab and Service Desk, located in Sutton Hall provide students with access to scanning, printing, and plotting systems as well as spaces for project assembly, collaboration, and presentation. In addition, students can check out digital cameras, digital video cameras, laptops, projectors, light meters, Hobo data recorders, or other useful digital tools. Students can also get help with their advanced design and analysis applications on their required personal computers at the Service Desk. The Digital Fabrication Lab, also in Sutton Hall, provides access to a variety of digital fabrication tools for 3D scanning, 3D printing, laser cutting, and CNC routing. These tools provide the necessary capability for students to iterate their designs and analyses between physical and digital spaces and modeling processes. In addition, the Creative Robotics Lab next to the Digital Fabrication Lab provides access and support to students and faculty who wish to pursue advanced digital workflows that produce physical results. Our robotics and programming capabilities are wide reaching and can help bring most any idea to life. The computer classrooms in the West Mall Building double as open computer lab space when not in use for direct instruction, providing 56 dedicated workstations with the latest production, design, planning, and analysis software to accommodate the many disciplines of the school.

The Build Lab/Wood Shop, located in Goldsmith Hall, plays an integral role in the creation of design—ranging from models to full-scale applications—by providing equipment and training, primarily in wood, but also in metal, plastic, and glass.

The Thermal Lab, a testing facility of the Center for Sustainable Development located in West Mall Building, simulates a full-scale room with a south-facing façade, allowing for the thermal experiments which include innovative applications in the fields of light control, ventilation, and the direct and indirect use of solar energy.

The Materials Lab, located in the remodeled third floor of the West Mall Building, offers an inspirational environment to explore material systems, technologies, and preservation. It is dedicated to material investigation in design and maintains a circulating library of over 28,000 material samples. The collection consists of traditional building construction materials as well as emerging, innovative, and sustainable materials and technologies. Material education is further supported through exhibitions, workshops, field trips, and in-house research.

The Architectural Conservation Lab located in West Mall Building, is home to the Materials Conservation course series and provides a space for faculty and students to work on their own projects. Additionally, the space allows the Historic Preservation Program to establish affiliations with related facilities on the University campus, including the School of Information Book and Paper Conservation Labs and the Conservation Department at the Harry Ransom Center. The Architectural Conservation Lab was funded in part by a significant grant from the University Co-op.

The Lighting Studio, located in the basement of Sutton Hall, provides an area with photographic backdrops and controlled lighting to photograph architectural models and other objects.

A variety of other facilities support students in their coursework and professional development. The school’s Career Services office, located in Sutton Hall, assists students with finding internships, identifying employment prospects, and preparing for interviews and negotiations with potential employers. The School of Architecture also provides access to a range of facilities and institutes across The University of Texas at Austin campus.

The study of architecture, landscape architecture, and interior design draws upon the collections of the nearby Harry Ransom Center, which include china, clothing, decorative arts, furniture, silver, and textiles that contribute to the study of the interior; as well as original maps, texts, and drawings that supplement the teaching of landscape history. Historic rooms and suites on campus include the Willoughby-Blake Room, the John Foster and Janet Dulles Suite, the Republic of Texas Suite, the Office of the President, and the Esther Hoblitelle Parlor. Other collections on campus include the 15,000 pieces of art, furniture, and accessories in the Elton and Martha Hyder collection and the collection of approximately 40 chairs dating from the 17th through 20th centuries that are housed in the Blanton Museum of Art.

The resources of the Teresa Lozano Long Institute of Latin American Studies and the Benson Latin American Collection, and the proximity of Austin to Latin America, provide exceptional opportunities for the study of Latin American architecture and planning. School of Architecture faculty and students also collaborate with the Environmental Science Institute, the School of Social Work, the Center for Transportation Research, the Population Research Center, the Center for Research in
Financial Assistance Available through the School

Scholarship funds established by individuals, firms, foundations, and the University are available to current undergraduates in the School of Architecture. These include:

**Scholarships**

- Yvette Atkinson Memorial Scholarship in Architecture
- Marvin E. and Anne Price Beck Endowed Scholarship
- Carl O. Bergquist Endowed Scholarship
- Myron Geer Blalock Endowed Presidential Scholarship
- Hal Box Endowed Scholarship in Architecture
- George W. Brackenridge Scholarship Fund
- C. William Brubaker/Perkins+Will Endowed Presidential Scholarship
- John Buck Company and First Chicago Investment Advisors for Fund F
- Endowed Scholarship in Architecture
- Matt Casey Memorial Scholarship in Architecture
- John S. Chase Endowed Presidential Scholarship
- Dick Clark Student Travel Fund
- Fred W. and Laura Weir Clarke Endowed Presidential Scholarship in Architecture honoring Carl Bergquist
- Fred W. and Laura Weir Clarke Endowed Presidential Scholarship in Architecture honoring Alan Y. Taniguchi
- Peter O. Coltman Book Prize in Architecture and Planning
- Fred Winfield Day, Jr. Endowed Scholarship in Architecture
- Jorge Luis Divino Centennial Scholarship in Architecture
- Amy Dryden Endowed Scholarship
- Snøhetta Endowed Scholarship in Architecture established by Craig Dykers and Elaine Molinar
- William H. Emis III Traveling Scholarship in Architecture
- Ford, Powell and Carson Endowed Scholarship
- Ted Freedman Endowed Scholarship
- Suzie Friedkin Endowed Scholarship in Interior Design
- Adam Conrad Grote Memorial Scholarship in Architecture
- The HDR Architecture Endowed Scholarship
- Humphreys & Partners Endowed Scholarship in Architecture
- The Janet C. and Wolf E. Jessen Endowed Presidential Scholarship
- Henrietta Chamberlain King Endowed Scholarship
- Lake/Flato Endowed Scholarship
- Lynne Brundrett Maddox Scholarship in Interior Design
- Harvey V. Marmon, Jr. FAIA/Marmon Mok Scholarship in Architecture
- Mike and Maxine Mebane Endowed Traveling Scholarship in Architecture
- Jack H. Morgan Endowed Scholarship
- Charles M. Nettles Endowed Presidential Scholarship
- Oglesby Prize Endowment
- Overland Partners Endowed Presidential Scholarship
- Barbara and Donald Pender Endowed Scholarship
- Edward J. Perrault Endowed Presidential Scholarship in Interior Design
- Alma Piner Scholarship in Architecture
- Boone Powell Family Prize in Urban Design
- Debbie Ann Rock Scholarship in Interior Design
- School of Architecture Scholarship and Fellowship Award Endowment
- Brandon Shaw Memorial Endowed Scholarship
- Overton Shelmire Scholarship in Architecture
- Louis F. Southerland Endowed Scholarship
- Lance Tatum Endowed Scholarship
- Jack Rice Turner Endowed Scholarship in Architecture
- University of Texas at Austin School of Architecture’s Advisory Council Women’s Endowed Scholarship
- Wilmon “Vic” Vickrey Endowed Scholarship
- Lily Rush Walker and Coulter Hoppess Scholarship in Architecture
- Robert Leon White Memorial Fund—Architecture
- Roxanne Williamson Endowed Scholarship

Additionally, there are several scholarships provided by the American Institute of Architects, the American Architectural Foundation, the Texas Society of Architects, the Texas American Planning Association, and the Texas Architectural Foundation. Additional information is available in the Office of the Dean.

Incoming students may wish to contact local chapters of the American Institute of Architects, the American Society of Interior Designers, the International Interior Design Association, and the University’s Texas Exes, as well as other civic organizations, for information about locally sponsored scholarships. Students are also encouraged to contact the University’s Office of Scholarships and Financial Aid for information about other merit- and need-based scholarships.

**Student Services**

**Academic Advising**

In the School of Architecture, the Student Affairs dean’s office, located in Goldsmith Hall 2.116, and the Undergraduate Office, located in Sutton Hall 2.126, are responsible for providing information and advice to undergraduate students. An important aspect of the advising system is the portfolio requirement described in the section Portfolio Review Requirement (p. 31) later in Admission and Registration. The student should also consult Degree Audit in the Graduation (p. 32) section.

**Career Services**

The Career Services office, located in Sutton Hall 3.128, serves the students and alumni of the School of Architecture by offering career development and job search resources, connecting them to employers and key professionals.

**Student Organizations**

The Undergraduate Architecture Student Council (UASC) represents all School of Architecture undergraduate students through the promotion and development of an awareness of the built environment and serves as a nucleus for student activities. The UASC acts as a liaison between students and faculty members as well as administrators.

Alpha Rho Chi (APX) is a professional and social co-ed fraternity for architecture and the allied arts that promotes the artistic, scientific, and practical proficiency of its members and the profession. The Dinocrates Chapter at The University of Texas at Austin unites students from various years and studies through philanthropic and professional activities.

American Institute of Architecture Students (AIAS) is a professional organization whose mission is to promote excellence, appreciation, and advancement of architecture, and to enrich communities in a spirit of collaboration. AIAS strives to provide a sense of community and a forum for sharing different views.
Ampersand (&) is a student organization that combines the student chapters of the International Interior Design Association (IIDA) and the American Society of Interior Designers (ASID), provides students with networking opportunities, and promotes involvement within the interior design community.

The National Organization of Minority Architecture Students (NOMAS) is the University of Texas at Austin Student Chapter of the National Organization of Minority Architects. The organization strives to enhance education and professional networking as well as engage solutions to ensure a healthy living and working environment for the community at large.

The Society of Engineering and Architecture Students (SEAS) focuses on providing academic and social support to students in the Bachelor of Architecture/Bachelor of Science in Architectural Engineering dual degree program.

Tau Sigma Delta is an honors society for advanced students pursuing architectural study and the allied arts. The national chapter originated in 1913, and the School of Architecture established its own chapter, Mu, in 1931. In 2013, the 100th year anniversary of the original honors society, the School of Architecture reactivated the Mu chapter. This organization recognizes the significant level of academic achievement present in The University of Texas at Austin School of Architecture.

Study Abroad and Internship Opportunities

The School of Architecture encourages first-hand experiences of diverse peoples, places and cultures, nationally and internationally, so that we might better engage the world in which we live. Educational travel experiences can be integrated into degree plans in several ways, including, but not limited to, the following:

The Europe/Paris Program is a semester of study that emphasizes a broad and integrated experience covering the buildings and landscapes as well as the urban fabric across Europe. With a unique itinerary every fall, the program gives students special study opportunities with regard to design, history, and visual communication in each city visited.

Studio Mexico is a biennial advanced studio for architecture and landscape architecture students that explores the rich cultural and built environment of Mexico. During a nine-day trip to Mexico, students visit a project site and other significant places, and enjoy rich interaction with Mexican students working on the same project. Students participating in the studio are encouraged to take the Mexican architecture class taught by Professor Juan Miró, either concurrently with the studio or in the previous year.

The Professional Residency Program provides upper-level architecture students with a unique opportunity to expand their education through work experience in the architectural profession. The program has provided work experience to honors students in the school since 1974, and over the past decades our students have been linked with over 300 firms in 30 countries.

Admission and Registration

Admission

Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is given in the General Information Catalog.

Students who are not admitted to the School of Architecture may not pursue any degree offered by the school. Information about admission is published by the school at http://soa.utexas.edu/.

The School of Architecture is one of the smallest academic units at The University of Texas at Austin. Our undergraduate student body exemplifies the diverse constitution of the communities we strive to serve. In support of unique perspectives and experiences, all applications are reviewed with an understanding that excellence may manifest itself in many areas and may be expressed in different forms, such as compelling essays, strong academic preparation, extracurricular activities, excellent test scores, life experiences, as well as other accomplishments.

Freshman Admission

The School of Architecture is unable to accommodate all qualified applicants, and preference is given to candidates considered to have best demonstrated the interest, aptitude, and dedication to pursuing a design education. All applicants are evaluated with emphasis on the following areas: SAT or ACT scores, class rank, essays, academic preparation, extracurricular activities, and other achievements. Texas-resident high school students have priority over nonresidents in admission decisions. All applicants must fulfill the high school unit requirements given in the General Information Catalog.

To be considered for admission to the School of Architecture, applicants should select the appropriate degree program on the ApplyTexas application: architecture, interior design, the architecture/architectural engineering dual degree program, the architecture/Plan II dual degree program, architectural studies, or architectural studies with an emphasis on architectural history. All application materials must be submitted to the Office of Admissions by the deadline to apply for admission to the University for the fall semester; this date is given in General Information Catalog. Applicants to the dual degree program offered with the Plan II Honors Program must submit an additional application; more information about Plan II (p. 216) is provided within the Liberal Arts section of the Undergraduate Catalog.

Transfer

Internal Transfer

Students currently or formerly enrolled in other University degree programs who wish to enroll in a degree program in the School of Architecture must complete an online Internal Transfer Application by the spring semester deadline to be considered for admission for the following fall semester. To be eligible to apply for internal transfer, students must have completed a minimum of 24 semester hours of credit in residence (excluding credit-by-exam) by the end of a spring semester, with a University grade point average of at least 3.25. Emphasis is given to strong performance in University courses, especially courses relevant to the degree program to which the applicant is applying. Meeting these requirements is no guarantee for admission.

External Transfer

Transfer applicants from architecture and interior design programs in other universities will be evaluated with emphasis given to excellence in design (portfolio required), academic preparation, essays, and other achievements. Course credit and placement in studio sequence is determined upon acceptance. External transfer admission is offered to a few qualified applicants each year.

Students applying to transfer from another university to the School of Architecture should select the appropriate degree program on the ApplyTexas application. All application materials must be submitted to the Office of Admissions by the deadline to apply for admission to
the University for the fall semester; this date is given in the General Information Catalog. To be considered for transfer admission to the School of Architecture, the applicant must have completed at least 30 semester hours of transferable college coursework with a grade point average of at least 3.25, and must submit a portfolio which includes architecture or interior design studio work from another university. Information about the portfolio is given on the University’s transfer admission website. All admission decisions are made before the end of the spring semester; the Office of Admissions cannot consider spring coursework in progress.

Transfer Credit

External transfer students with credit from another school must submit samples of their design work and, if applicable, visual communication work, transcripts, course descriptions and/or syllabi for courses in their majors. On the basis of the information submitted, the undergraduate dean’s office determines the level at which students enter the design sequence and assigns credit toward the degree if appropriate.

Registration

The General Information Catalog gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The online Course Schedule, published before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and General Information Catalog are published on the registrar’s website.

Students should carefully verify that they have completed all course prerequisites, should consult the academic advisors in the Undergraduate Office, and should be sure to include in each semester’s work the courses that are prerequisites for those to be taken in later semesters.

Minimum Number of Hours in the Long Session

Students must register each semester for at least 12 semester hours of coursework prescribed for the degree. Registration for fewer hours must be approved by the Undergraduate Office.

Portfolio Review Requirement

Architecture:

As a requirement to enter the advanced studio sequence, all students pursuing architecture degrees must satisfactorily complete the Portfolio Review process and submit a portfolio that summarizes all previous design and visual communication coursework. Guidelines for the Portfolio Review process, including timeline and deadlines, are available from the Undergraduate Office.

The Portfolio Review process provides critical information to the faculty reviewing committee in evaluating the student’s progress toward the degree. The faculty reviewing committee, at its discretion, may require the student to retake an intermediate design studio and participate in a final Portfolio Review at the end of the following semester in order to determine eligibility to enter advanced studios.

A student is limited to three Portfolio Review attempts. Students who do not have a satisfactory Portfolio Review by the third attempt are advised to switch to the Bachelor of Science in Architectural Studies degree.

Interior Design:

On the first day of class in the second semester of the third year, students entering Architectural Interior Design 530T, Design VI--Interiors are required to submit a portfolio that summarizes the work completed in all the previous design and visual communication courses. Guidelines for submission of the portfolio, including deadline, are available from the Undergraduate Office.

A successful completion of the Architectural Interior Design 530T, Design VI--Interiors studio and a satisfactory Third-Year Portfolio Review are required for entry into Architectural Interior Design 560R, Advanced Interior Design. The portfolio provides critical information to the reviewing committee in evaluating the student's progress toward the degree. The reviewing committee, at its discretion, may require the student to complete additional work, including courses prior to or after registering for advanced studios.

Academic Policies and Procedures

Equipment and Supplies

Students are responsible for their own tools and supplies, which include, but are not limited to, laptop computer and software, hand drawing and modeling equipment, and materials. More information on the Student Computer Policy is available at http://soa.utexas.edu/.

Academic Standards

To progress in all degree programs offered by the School of Architecture and to qualify for graduation, a student must earn a grade of at least C in all architecture, interior design, and community and regional planning courses. In a case where a student earns a grade below C, the course may only be repeated once.

In the process of fulfilling the requirements for degrees in the School of Architecture, including the core curriculum, students must earn credit for one flag in cultural diversity in the United States, one flag in ethics, one flag in global cultures, one flag in independent inquiry, one flag in quantitative reasoning, and three flags in writing beyond the 306 or its equivalent. Courses used to fulfill flag requirements may be used simultaneously to fulfill other degree requirements. Courses with flags are identified in the Course Schedule. Students should consult with their academic advisor to determine how to fulfill flag requirements in the process of fulfilling other degree requirements.

Honors

University Honors

The designation University Honors, awarded at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered. Criteria for University Honors are given in the General Information Catalog.

Graduation with University Honors

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors. Criteria for graduation with University Honors are given in the General Information Catalog.

School of Architecture Recognition Awards

<table>
<thead>
<tr>
<th>Award</th>
<th>Alpha Rho Chi Medal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donor</td>
<td>Alpha Rho Chi, professional architectural fraternity</td>
</tr>
</tbody>
</table>
Graduation

All students must fulfill the general requirements (p. 19) for graduation given in The University section. Students in the School of Architecture must also fulfill the following requirements.

1. The University requires that the student complete in residence at least 60 semester hours of the coursework counted toward the degree. In the School of Architecture, 30 of these 60 hours must be in the major or in a field closely related to the major as approved by the dean.
2. A candidate for a degree must be registered at the University either in residence or in absentia the semester or summer session the degree is to be awarded. Students are encouraged to contact their academic adviser to indicate their intent to graduate at the beginning of the semester or summer session in which they intend to graduate.

Degree Audit

The Undergraduate Office prepares a degree audit for each currently enrolled student each semester. The degree audit lists the courses the student has taken, the degree requirements he or she has fulfilled, and the requirements that remain to be met. The student may also use the University’s Interactive Degree Audit (IDA) system at any time. It is the student’s responsibility to know the requirements for the degree as stated in a catalog under which he or she is eligible to graduate and to register so as to fulfill those requirements.

Degrees and Programs

Degrees Offered

Five undergraduate degree programs are offered by the School of Architecture: Bachelor of Architecture; Bachelor of Architecture/Bachelor of Science in Architectural Engineering; Bachelor of Architecture/Bachelor of Arts, Plan II; Bachelor of Science in Architectural Studies; and Bachelor of Science in Interior Design. Specific requirements and suggested arrangement of courses for each degree program are given under individual major degree requirements.

Applicability of Certain Courses

Extension Courses

A student in residence may be allowed to take coursework by extension. Credit that the student in residence earned by extension will not be counted toward the degree unless it is approved in advance by the undergraduate dean's office. No more than 30 percent of the semester hours required for any degree may be taken by extension.

Courses Taken on the Pass/Fail Basis

An undergraduate may count toward the degree up to 15 hours of coursework in electives completed on the pass/fail basis; credit earned by examination is not counted toward the 15 hours. If a student chooses to major in a subject in which he or she has taken a course pass/fail, the major department decides whether the course may be counted toward the student’s major requirements. Complete rules on registration on the pass/fail basis are given in the General Information Catalog.

Physical Activity Courses

Physical activity (PED) courses are offered by the Department of Kinesiology and Health Education. They may not be counted toward the number of hours required for a degree in the School of Architecture. However, they are counted among courses for which the student is enrolled, and the grades are included in the grade point average.

ROTC Courses

No more than six semester hours of air force science, military science, or naval science coursework may be counted toward any degree in the School of Architecture. These courses may be used only as lower-division electives (in degree programs that have such electives) and only by students who complete the third and fourth years of the ROTC program.

Admission Deficiencies

Students admitted to the University with deficiencies in high school units must remove them as specified in the General Information Catalog. Course credit used to remove deficiencies may not be counted toward the student’s degree.

Bachelor of Science in Interior Design

As a four-year professional degree, the Bachelor of Science in Interior Design (BSID) is a rigorous design-oriented curriculum with a strong theoretical basis to integrate creative problem-solving skills with an understanding of the aesthetic, technological, and behavioral aspects of design.
Curriculum

A total of at least 126 hours of coursework is required for the Bachelor of Science in Interior Design.

All students must complete the University's Core Curriculum (p. 23) as well as the courses listed in the following table. In some cases, a course that is required for the BSID degree may also be counted toward the core curriculum; these courses are identified below.

### Requirements

#### Architectural Interior Design, Architecture

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 310K Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARI 310L Design II</td>
<td>3</td>
</tr>
<tr>
<td>ARI 320K Design III–Interiors</td>
<td>3</td>
</tr>
<tr>
<td>ARI 520L Design IV–Interiors</td>
<td>5</td>
</tr>
<tr>
<td>ARI 530K Design V–Interiors</td>
<td>5</td>
</tr>
<tr>
<td>ARI 530T Design VI–Interiors</td>
<td>5</td>
</tr>
<tr>
<td>ARI 560R Advanced Interior Design (taken twice)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Visual communication</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 311K Visual Communication I</td>
<td>3</td>
</tr>
<tr>
<td>ARI 311L Visual Communication II</td>
<td>3</td>
</tr>
<tr>
<td>ARI 221K Visual Communication III</td>
<td>2</td>
</tr>
<tr>
<td><strong>Design theory</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 350R Topics in Interior Design Theory</td>
<td>3</td>
</tr>
<tr>
<td><strong>Interior building systems and construction</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 415K Construction I</td>
<td>4</td>
</tr>
<tr>
<td>ARC 434K Construction II–Interior Materials and Assemblies</td>
<td>4</td>
</tr>
<tr>
<td><strong>Professional practice</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 362 Interior Design Practice</td>
<td>3</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 318K Interiors and Society</td>
<td>3</td>
</tr>
<tr>
<td>ARI 318M Interior Design History</td>
<td>3</td>
</tr>
<tr>
<td>ARI 368R Interior Design History II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 342R Topics in the History of Architecture (All ARC 342 courses in the series ARC 342C-W may count)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Environmental controls</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 324K Environmental Controls I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 334L Environmental Controls II</td>
<td>3</td>
</tr>
<tr>
<td><strong>Human behavior</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 338 Designing for Human Behavior</td>
<td>3</td>
</tr>
<tr>
<td><strong>Professional internship</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 130 Interior Design Internship</td>
<td>1</td>
</tr>
</tbody>
</table>

#### Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>PHY 309K Elementary Physics for Nontechnical Students (physics sequence meets part I of the science and technology requirement of the core curriculum)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 309L Elementary Physics for Nontechnical Students</td>
<td>3</td>
</tr>
<tr>
<td>ARC 318L World Architecture: The Industrial Revolution to the Present (meets the visual and performing arts requirement of the core curriculum)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Other Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art history</strong></td>
<td>3</td>
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<tr>
<td><strong>Electives</strong></td>
<td>6</td>
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<tr>
<td><strong>Additional coursework to satisfy the core curriculum</strong></td>
<td>27</td>
</tr>
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</table>

**Total Hours**: 123

### Suggested Arrangement of Courses

#### First Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Term</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 310K</td>
<td>3</td>
</tr>
<tr>
<td>ARI 310L</td>
<td>3</td>
</tr>
<tr>
<td><strong>Second Term</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 310K</td>
<td>3</td>
</tr>
<tr>
<td>ARI 310L</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
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</tr>
<tr>
<td>ARI 350R</td>
<td>3</td>
</tr>
<tr>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 320K</td>
<td>3</td>
</tr>
<tr>
<td>ARI 520L</td>
<td>5</td>
</tr>
<tr>
<td>ARI 221K</td>
<td>2</td>
</tr>
<tr>
<td>ARC 415K</td>
<td>4</td>
</tr>
<tr>
<td>ARC 318L</td>
<td>3</td>
</tr>
<tr>
<td>PHY 309L</td>
<td>3</td>
</tr>
<tr>
<td><strong>Third Year</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 530K</td>
<td>5</td>
</tr>
<tr>
<td>ARI 530T</td>
<td>5</td>
</tr>
<tr>
<td><strong>Fourth Year</strong></td>
<td></td>
</tr>
<tr>
<td>ARI 560R</td>
<td>5</td>
</tr>
<tr>
<td>ARC 342R (All ARC 342 courses in the series ARC 342C-W may count)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Summer Term</strong></td>
<td></td>
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<tr>
<td>ARI 550R</td>
<td>3</td>
</tr>
<tr>
<td>ARI 350R</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total credit hours**: 117

### Bachelor of Architecture

**Curriculum**

As a five-year professional degree program, the Bachelor of Architecture features a rigorous design-oriented curriculum with a solid foundation in technology and the history and theory of architecture. The curriculum prepares students for the challenges and demands of professional practice.

A total of at least 161 hours of coursework is required for the Bachelor of Architecture. All students must complete the University's Core Curriculum (p. 23) as well as the courses listed in the following table. In
In some cases, a course that is required for the BArch may also be counted toward the core curriculum; these courses are identified below.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major Sequence Courses</strong></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>ARC 310K Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 310L Design II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 561C Comprehensive Studio</td>
<td>5</td>
</tr>
<tr>
<td>ARC 321D Design III Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>ARC 521E Design IV Intermediate</td>
<td>5</td>
</tr>
<tr>
<td>ARC 521F Design V Intermediate</td>
<td>5</td>
</tr>
<tr>
<td>ARC 521G Design VI Intermediate</td>
<td>5</td>
</tr>
<tr>
<td>ARC 561R Advanced Design (taken three times)</td>
<td>15</td>
</tr>
<tr>
<td>Visual communication</td>
<td></td>
</tr>
<tr>
<td>ARC 311K Visual Communication I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 311L Visual Communication II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 221K Visual Communication III</td>
<td>2</td>
</tr>
<tr>
<td>ARC 361T Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>Professional experience</td>
<td></td>
</tr>
<tr>
<td>ARC 362 Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>Site design</td>
<td></td>
</tr>
<tr>
<td>ARC 333 Site Design</td>
<td>3</td>
</tr>
<tr>
<td>Environmental controls</td>
<td></td>
</tr>
<tr>
<td>ARC 334K Environmental Controls I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 334L Environmental Controls II</td>
<td>3</td>
</tr>
<tr>
<td>Construction</td>
<td></td>
</tr>
<tr>
<td>ARC 415K Construction I</td>
<td>4</td>
</tr>
<tr>
<td>ARC 415L Construction II</td>
<td>4</td>
</tr>
<tr>
<td>ARC 435K Construction III</td>
<td>4</td>
</tr>
<tr>
<td>ARC 435L Construction IV</td>
<td>4</td>
</tr>
<tr>
<td>ARC 335M Construction V</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>ARC 318K World Architecture: Origins to 1750</td>
<td>3</td>
</tr>
<tr>
<td>ARC 318L World Architecture: The Industrial Revolution to the Present</td>
<td>3</td>
</tr>
<tr>
<td>ARC 342R Topics in the History of Architecture (taken 3 times. All ARC 342 courses in the series ARC 342C-W may count)</td>
<td>9</td>
</tr>
<tr>
<td>Community and regional planning</td>
<td></td>
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<tr>
<td>CRP 369K Principles of Physical Planning</td>
<td>3</td>
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<tr>
<td><strong>Other required courses</strong></td>
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</tr>
<tr>
<td>M 408C Differential and Integral Calculus (Mathematics)</td>
<td>4</td>
</tr>
<tr>
<td>PHY 302K General Physics Technical Course: Mechanics, Heat, and Sound (Physics sequence meets part I science and technology)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 102M Laboratory for Physics 302K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 302L General Physics Technical Course: Electricity and Magnetism, Light, Atomic and Nuclear Physics (Physics sequence meets part I science and technology)</td>
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<tr>
<td>PHY 102N Laboratory for Physics 302L</td>
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<td>Electives approved by the Undergraduate Office.</td>
<td>15</td>
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### Core curriculum

<table>
<thead>
<tr>
<th>Additional coursework to satisfy the core curriculum</th>
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</thead>
<tbody>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>158</strong></td>
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### Suggested Arrangement of Courses

#### Bachelor of Architecture/Bachelor of Science in Architectural Engineering Dual Degree Program

As a six-year dual professional degree program, the Bachelor of Architecture/Bachelor of Science in Architectural Engineering is...
founded upon the mutual interests of both architecture and architectural engineering.

For admission to the dual degree program, a student must meet the Admission Requirements (p. 30) of the School of Architecture and the requirements given in Admission and Registration (p. 103) for the Cockrell School of Engineering. Students are advised to contact both the School of Architecture and the Cockrell School of Engineering for specific information about the dual degree program.

Students in the dual degree program complete the requirements of the Bachelor of Architecture and the Bachelor of Science in Architectural Engineering degrees. See the descriptions for the five-year Bachelor of Architecture (p. 33) degree program and the Bachelor of Science in Architectural Engineering (p. 113) for more information.

The following outline of courses is the suggested method for completing the requirements for both degrees simultaneously. Dual degree students must also consult the additional requirements of the Bachelor of Science in Architectural Engineering degree. Dual degree students are responsible for fulfilling the requirements of both degrees.

A student who follows the suggested arrangement of courses completes all requirements for both degrees at the end of the spring semester of the sixth year.

**Curriculum**

A total of at least 195 hours of coursework is required for this dual degree program.

All students must complete the University's Core Curriculum (p. 23) as well as the courses listed in the following table. In some cases, a course that is required for the dual degree program may also be counted toward the core curriculum; these courses are identified below.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Architecture</strong></td>
<td></td>
</tr>
<tr>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>ARC 310K</td>
<td>Design I</td>
</tr>
<tr>
<td>ARC 310L</td>
<td>Design II</td>
</tr>
<tr>
<td>ARC 321D</td>
<td>Design III Intermediate</td>
</tr>
<tr>
<td>ARC 521E</td>
<td>Design IV Intermediate</td>
</tr>
<tr>
<td>ARC 521F</td>
<td>Design V Intermediate</td>
</tr>
<tr>
<td>ARC 521G</td>
<td>Design VI Intermediate</td>
</tr>
<tr>
<td>ARC 561C</td>
<td>Comprehensive Studio</td>
</tr>
<tr>
<td>ARC 561R</td>
<td>Advanced Design (taken twice)</td>
</tr>
<tr>
<td><strong>Visual communication</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 311K</td>
<td>Visual Communication I</td>
</tr>
<tr>
<td>ARC 311L</td>
<td>Visual Communication II</td>
</tr>
<tr>
<td>ARC 221K</td>
<td>Visual Communication III</td>
</tr>
<tr>
<td>ARC 361T</td>
<td>Technical Communication</td>
</tr>
<tr>
<td><strong>Professional practice</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 362</td>
<td>Professional Practice</td>
</tr>
<tr>
<td><strong>Site design</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 333</td>
<td>Site Design</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 335M</td>
<td>Construction V</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 318K</td>
<td>World Architecture: Origins to 1750</td>
</tr>
<tr>
<td>ARC 318L</td>
<td>World Architecture: The Industrial Revolution to the Present</td>
</tr>
</tbody>
</table>

| ARC 342R | Topics in the History of Architecture (taken 3 times. All ARC 342 courses in the series ARC 342C-W may count.) | 9 |

| **Community and Regional Planning** |       |
| CRP 369K | Principles of Physical Planning | 3 |

| **Engineering and Other Degree Requirements** |       |
| ARE 335 | Materials and Methods of Building Construction | 3 |
| ARE 346N | Building Environmental Systems | 3 |
| ARE 346P | HVAC Design | 3 |
| or ARE 371 | Energy Simulation in Building Design | 3 |
| ARE 465 | Integrated Design Project | 4 |
| ARE 366 | Contracts, Liability, and Ethics | 3 |
| C E 311K | Introduction to Computer Methods | 3 |
| C E 311S | Probability and Statistics for Civil Engineers | 3 |
| C E 324P | Properties and Behavior of Engineering Materials | 3 |
| C E 319F | Elementary Mechanics of Fluids | 3 |
| C E 329 | Structural Analysis | 3 |
| C E 331 | Reinforced Concrete Design | 3 |
| or C E 335 | Elements of Steel Design | 3 |
| C E 333T | Engineering Communication | 3 |
| C E 357 | Geotechnical Engineering | 3 |
| E M 319 | Mechanics of Solids | 3 |
| M 408C | Differential and Integral Calculus (mathematics) | 4 |
| M 408D | Sequences, Series, and Multivariable Calculus | 4 |
| M 427J | Differential Equations with Linear Algebra | 4 |
| M E 310T | Applied Thermodynamics | 3 |
| PHY 303K | Engineering Physics I (physics sequence meets part I science and technology) | 3 |
| PHY 103M | Laboratory for Physics 303K | 1 |
| PHY 303L | Engineering Physics II | 3 |
| PHY 103N | Laboratory for Physics 303L | 1 |
| Approved mathematics or science elective | 3 |
| Approved technical electives | 9 |

| Additional coursework to satisfy the core curriculum | 24 |

| **Total Hours** | 182 |

**Suggested Arrangement of Courses**

| **First Year** |       |
| **First Term** | Hours | **Second Term** | Hours |
| ARC 310K | 3 | ARC 310L | 3 |
| ARC 311K | 3 | ARC 311L | 3 |
| ARC 308 | 3 | ARC 318K | 3 |
| ARE 102 | 4 | M 408D | 4 |
| M 408C | 4 | PHY 303K | 3 |
| UGS 302 or 303 | 1 | PHY 103M | 1 |

| 10 | 17 |
Bachelor of Architecture/Bachelor of Arts, Plan II Dual Degree Program

The Bachelor of Architecture/Bachelor of Arts, Plan II, dual degree program is sponsored jointly by the School of Architecture and the College of Liberal Arts. The five-year program, which includes summer sessions, offers the academic and professional advantage of a strong liberal arts background.

Students interested in this program should consult the Plan II Program (p. 216) description given in the College of Liberal Arts.

The following outline of courses is a suggested method for simultaneously completing the requirements for both degree programs. Students should consult their advisers, the lists below, and the Bachelor of Arts, Plan II (p. 216) degree program given in the College of Liberal Arts to ensure that their coursework plans will fulfill all requirements of both degrees.

Curriculum

A total of at least 186 hours of coursework is required for this dual degree program.

All students must complete the University's Core Curriculum (p. 23) as well as the courses listed in the following table. In some cases, a course that is required for the dual degree program may also be counted toward the core curriculum; these courses are identified below.

### Requirements

#### Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 310K</td>
<td>Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 310L</td>
<td>Design II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 321D</td>
<td>Design III Intermediate</td>
<td>3</td>
</tr>
<tr>
<td>ARC 521E</td>
<td>Design IV Intermediate</td>
<td>5</td>
</tr>
<tr>
<td>ARC 521F</td>
<td>Design V Intermediate</td>
<td>5</td>
</tr>
<tr>
<td>ARC 521G</td>
<td>Design VI Intermediate</td>
<td>5</td>
</tr>
<tr>
<td>ARC 561R</td>
<td>Advanced Design (taken three times)</td>
<td>15</td>
</tr>
<tr>
<td>ARC 311K</td>
<td>Visual Communication I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 311L</td>
<td>Visual Communication II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 221K</td>
<td>Visual Communication III</td>
<td>2</td>
</tr>
<tr>
<td>ARC 361T</td>
<td>Technical Communication</td>
<td>3</td>
</tr>
<tr>
<td>ARC 362</td>
<td>Professional Practice</td>
<td>3</td>
</tr>
<tr>
<td>ARC 333</td>
<td>Site Design</td>
<td>3</td>
</tr>
<tr>
<td>ARC 334K</td>
<td>Environmental Controls I</td>
<td>3</td>
</tr>
<tr>
<td>ARC 334L</td>
<td>Environmental Controls II</td>
<td>3</td>
</tr>
<tr>
<td>ARC 341K</td>
<td>Construction I</td>
<td>4</td>
</tr>
<tr>
<td>ARC 415L</td>
<td>Construction II</td>
<td>4</td>
</tr>
<tr>
<td>ARC 435K</td>
<td>Construction III</td>
<td>4</td>
</tr>
<tr>
<td>ARC 335M</td>
<td>Construction V</td>
<td>3</td>
</tr>
<tr>
<td>ARC 318K</td>
<td>World Architecture: Origins to 1750</td>
<td>3</td>
</tr>
<tr>
<td>ARC 318L</td>
<td>World Architecture: The Industrial Revolution to the Present</td>
<td>3</td>
</tr>
<tr>
<td>ARC 342R</td>
<td>Topics in the History of Architecture (taken 3 times. All ARC 342 courses in the series ARC 342C-W may count)</td>
<td>9</td>
</tr>
<tr>
<td>CRP 369K</td>
<td>Principles of Physical Planning</td>
<td>3</td>
</tr>
<tr>
<td>E 303C</td>
<td>Plan II World Literature Part I (meets the English composition requirement of the core curriculum)</td>
<td>3</td>
</tr>
<tr>
<td>or T C 303C</td>
<td>Plan II World Literature Part I</td>
<td>3</td>
</tr>
</tbody>
</table>
Bachelor of Science in Architectural Studies

The four-year, pre-professional Bachelor of Science in Architectural Studies (BSAS) degree program, with an optional architectural history track, is an excellent platform for future graduate studies in architecture and associated fields. The required coursework is concentrated in the first three years, leaving the fourth year to develop the student's career interests.

Applicants for admission to this program must fulfill the Requirements for Admission (p. 30) to the School of Architecture.

The Bachelor of Science in Architectural Studies alone does not fulfill the educational requirements for registration as an architect. Students interested in pursuing registration must complete a first-professional degree in architecture.
Curriculum

A total of at least 125 hours of coursework is required for the Bachelor of Science in Architectural Studies.

All students must complete the University's Core Curriculum (p. 23) as well as the courses listed in the following table. In some cases, a course that is required for the BSAS may also be counted toward the core curriculum; these courses are identified below.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Design</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 310K</td>
<td>Design I</td>
</tr>
<tr>
<td>ARC 310L</td>
<td>Design II</td>
</tr>
<tr>
<td>ARC 321D</td>
<td>Design III Intermediate</td>
</tr>
<tr>
<td>ARC 521E</td>
<td>Design IV Intermediate</td>
</tr>
<tr>
<td>ARC 521F</td>
<td>Design V Intermediate</td>
</tr>
<tr>
<td><strong>Visual communication</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 311K</td>
<td>Visual Communication I</td>
</tr>
<tr>
<td>ARC 311L</td>
<td>Visual Communication II</td>
</tr>
<tr>
<td>ARC 221K</td>
<td>Visual Communication III</td>
</tr>
<tr>
<td><strong>Design theory</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 327R</td>
<td>Topics in Architectural Theory (All courses in the series ARC 327C-W may count.)</td>
</tr>
<tr>
<td><strong>Site design</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 333</td>
<td>Site Design</td>
</tr>
<tr>
<td><strong>Environmental controls</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 334K</td>
<td>Environmental Controls I</td>
</tr>
<tr>
<td><strong>Construction</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 415K</td>
<td>Construction I</td>
</tr>
<tr>
<td>ARC 415L</td>
<td>Construction II</td>
</tr>
<tr>
<td>ARC 435K</td>
<td>Construction III</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
</tr>
<tr>
<td>ARC 318K</td>
<td>World Architecture: Origins to 1750</td>
</tr>
<tr>
<td>ARC 318L</td>
<td>World Architecture: The Industrial Revolution to the Present</td>
</tr>
<tr>
<td>ARC 342R</td>
<td>Topics in the History of Architecture (All courses in the series ARC 342C-W may count.)</td>
</tr>
<tr>
<td><strong>Other Degree Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus (meets the mathematics requirement of the core curriculum)</td>
</tr>
<tr>
<td>PHY 302K</td>
<td>General Physics Technical Course: Mechanics, Heat, and Sound (physics sequence meets part I science and technology)</td>
</tr>
<tr>
<td>or PHY 303K</td>
<td>Engineering Physics I</td>
</tr>
<tr>
<td>PHY 102M</td>
<td>Laboratory for Physics 302K</td>
</tr>
<tr>
<td>or PHY 103M</td>
<td>Laboratory for Physics 303K</td>
</tr>
<tr>
<td>PHY 302L</td>
<td>General Physics Technical Course: Electricity and Magnetism, Light, Atomic and Nuclear Physics</td>
</tr>
<tr>
<td>or PHY 303L</td>
<td>Engineering Physics II</td>
</tr>
<tr>
<td>PHY 102N</td>
<td>Laboratory for Physics 302L</td>
</tr>
<tr>
<td>or PHY 103N</td>
<td>Laboratory for Physics 303L</td>
</tr>
</tbody>
</table>

Upper-division humanities course in literature, foreign language, philosophy, or another field approved by the Undergraduate Office: 3

Philosophy course: 3

Electives (foreign language courses that are used to remove an admission deficiency may not be used to fulfill this requirement and may not be counted toward the degree): 20

Additional coursework to satisfy the core curriculum: 27

Total Hours: 122

Electives

Twenty-six semester hours of electives are required for the completion of the Bachelor of Science in Architectural Studies degree program. These electives consist of three hours of upper-division coursework in humanities, three hours in philosophy, and 20 additional open elective hours, generally completed outside the School of Architecture. Students pursuing the architectural history track must take 18 of their 20 hours of open electives in architectural history. Up to six hours of related coursework taken at the University, and approved by the program director, may be used to fulfill the elective requirement.

Suggested Arrangement of Courses

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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<tbody>
<tr>
<td>ARC 310K</td>
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<td>ARC 310L</td>
<td>3</td>
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<td>ARC 311K</td>
<td>3</td>
<td>ARC 311L</td>
<td>3</td>
</tr>
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<td>ARC 308</td>
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<td>ARC 318K</td>
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<td>M 408C</td>
<td>4</td>
<td>PHY 302K</td>
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<tr>
<td>UGS 302 or 303</td>
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<td>PHY 102M</td>
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<thead>
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<th>Second Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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<td>ARC 221K</td>
<td>2</td>
<td>ARC 415L</td>
<td>4</td>
</tr>
<tr>
<td>ARC 415K</td>
<td>4</td>
<td>ARC 334K</td>
<td>3</td>
</tr>
<tr>
<td>ARC 318L</td>
<td>3</td>
<td>US history core course</td>
<td>3</td>
</tr>
<tr>
<td>PHY 302L</td>
<td>3</td>
<td>PHY 102N</td>
<td>1</td>
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</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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<td>ARC 521F</td>
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<td>ARC 327R</td>
<td>15</td>
</tr>
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<td>ARC 435K</td>
<td>4</td>
<td>Electives</td>
<td>12</td>
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<td>ARC 334K</td>
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</tr>
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<td>ARC 342R</td>
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<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GOV 310L</td>
<td>3</td>
<td>E 316L, 316M, 316N, or 316P</td>
<td>3</td>
</tr>
<tr>
<td>Philosophy course</td>
<td>3</td>
<td>GOV 312L</td>
<td>3</td>
</tr>
<tr>
<td>US history core course</td>
<td>3</td>
<td>Approved upper-division humanities course</td>
<td>3</td>
</tr>
<tr>
<td>Science and technology, part II, core course</td>
<td>3</td>
<td>Electives</td>
<td>8</td>
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<tr>
<td>Social and behavioral sciences core course</td>
<td>3</td>
<td></td>
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</tbody>
</table>

Total credit hours: 116
Minor and Certificate Programs

Minor

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minor and Certificate Programs (p. 13) section of the Undergraduate Catalog.

The Architectural History Minor

The Architectural History Minor is designed to provide a foundation in architectural history concepts for students outside of the School of Architecture. Any undergraduate outside of the School of Architecture with a University grade point average of at least 2.50 may take any course listed below, whether pursuing the Architectural History Minor or not. Students may obtain only one minor from the School of Architecture.

Students who know they intend to complete the Architectural History minor should apply online at the earliest possible date; deadlines are March 1 for fall or summer, and October 1 for spring.

To fulfill the Architectural History Minor students must complete 15 semester hours of coursework as described below. At least half of the coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis, and completed in conjunction with the students’ major requirements. Six hours must be upper-division.

Registration for upper-division courses will require successful completion of 60 semester hours of coursework. Please see the Course Schedule to determine if instructor permission is required.

Students pursuing the Architectural History Minor may choose from among the following courses:

Requirements

<table>
<thead>
<tr>
<th>Lower-division</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC 318K World Architecture: Origins to 1750</td>
<td>3</td>
</tr>
<tr>
<td>ARC 318L World Architecture: The Industrial Revolution to the Present</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division</td>
<td></td>
</tr>
<tr>
<td>Architecture 327C through 327W courses</td>
<td></td>
</tr>
<tr>
<td>Architecture 342C through 342W courses</td>
<td></td>
</tr>
<tr>
<td>ARC 350R Topics in Design Theory (Topic 1, 2, 3 OR 4)</td>
<td>3</td>
</tr>
<tr>
<td>CRP 369K Principles of Physical Planning</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the above courses, former architecture majors may use other architecture courses completed while in the School of Architecture toward their coursework for the Architectural Studies Minor. Unnumbered architecture topics courses (Architecture 350R and 368R) completed prior to Fall 2016 also may count.

The Interior Design Minor

The Interior Design Minor is designed to provide a foundation in interior design and architecture concepts for students outside of the School of Architecture. Any undergraduate outside of the School of Architecture with a University grade point average of at least 2.50 may take any course listed below, whether pursuing the Interior Design Minor or not. Students may obtain only one minor from the School of Architecture.

Students who know they intend to complete the Interior Design minor should apply online at the earliest possible date; deadlines are March 1 for fall or summer, and October 1 for spring.

To fulfill the Interior Design Minor students must complete 15 semester hours of coursework as described below. At least half of the coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis, and completed in conjunction with the students’ major requirements. Six hours must be upper-division.

Registration for upper-division courses will require successful completion of 60 semester hours of coursework.

Students pursuing the Interior Design Minor may choose from among the following courses:

Requirements

<table>
<thead>
<tr>
<th>Lower-division</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARI 318K Interiors and Society</td>
<td>3</td>
</tr>
<tr>
<td>ARI 318M Interior Design History</td>
<td>3</td>
</tr>
<tr>
<td>ARC 318K World Architecture: Origins to 1750</td>
<td>3</td>
</tr>
</tbody>
</table>
ARC 318L World Architecture: The Industrial Revolution to the Present 3

Upper-division

ARI 338 Designing for Human Behavior 3
ARI 368R Interior Design History II 3

Architectural Interior Design 342C through 342W courses

Architecture 342C through 342W courses

In addition to the above courses, former interior design majors may use other interior design and architecture courses completed while in the School of Architecture toward their coursework for the Interior Design Minor. Unnumbered interior design or architecture topics courses (Architectural Interior Design 350R or Architecture 350R) completed prior to Fall 2016 also may count.

The Landscape Studies Minor

The Landscape Studies Minor is designed to provide a foundation in landscape studies concepts for students outside of the School of Architecture. Any undergraduate outside of the School of Architecture with a University grade point average of at least 2.5 may take any course listed below, whether pursuing the Landscape Studies Minor or not. Students may obtain only one minor from the School of Architecture.

Students who know they intend to complete the Landscape Studies minor should apply online at the earliest possible date; deadlines are March 1 for fall or summer, and October 1 for spring.

To fulfill the Landscape Studies Minor students must complete 15 semester hours of coursework as described below. At least half of the coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis, and completed in conjunction with the students’ major requirements. Six hours must be upper-division.

Registration for upper-division courses will require successful completion of 60 semester hours of coursework.

Students pursuing the Landscape Studies Minor may choose from among the following courses:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lower-division</td>
<td></td>
</tr>
<tr>
<td>ARC 318K World Architecture: Origins to 1750</td>
<td>3</td>
</tr>
<tr>
<td>ARC 318L World Architecture: The Industrial Revolution to the Present</td>
<td>3</td>
</tr>
<tr>
<td>Upper-division</td>
<td></td>
</tr>
<tr>
<td>ARC 327C Urban Design History, Theory, and Criticism</td>
<td>3</td>
</tr>
<tr>
<td>ARC 327R Topics in Architectural Theory (All ARC 327 courses in the series ARC 327C-W.)</td>
<td>3</td>
</tr>
<tr>
<td>ARC 327R Topics in Architectural Theory (Topic 6)</td>
<td>3</td>
</tr>
<tr>
<td>ARC 328Q Rendering and Animation for the Built Environment</td>
<td>3</td>
</tr>
<tr>
<td>ARC 342C Mexican Architecture and Urbanism: From Pre-Columbian to Contemporary</td>
<td>3</td>
</tr>
<tr>
<td>ARC 342R Topics in the History of Architecture (All ARC 342 courses in the series ARC 342C-W.)</td>
<td>3</td>
</tr>
<tr>
<td>LAR 341R Topics in Visual Communication (Topic 1: Rendering and Animation for the Built Environment)</td>
<td>3</td>
</tr>
<tr>
<td>LAR 342K History and Theories of Landscape Architecture I</td>
<td>3</td>
</tr>
<tr>
<td>LAR 342L History and Theories of Landscape Architecture II</td>
<td>3</td>
</tr>
<tr>
<td>LAR 342R Topics in Landscape Architectural History (Topic 1: Romes Gardens and Landscapes)</td>
<td>3</td>
</tr>
<tr>
<td>LAR 342R Topics in Landscape Architectural History (Topic 2: Professional Design Practice: Baroque Rome)</td>
<td>3</td>
</tr>
<tr>
<td>LAR 342R Topics in Landscape Architectural History (Topic 3: Representing Landscape and Architecture, 1500-2015)</td>
<td>3</td>
</tr>
<tr>
<td>LAR 346R Topics in Landscape Architectural Theory</td>
<td>3</td>
</tr>
<tr>
<td>LAR 347K Living Systems Design I</td>
<td>3</td>
</tr>
<tr>
<td>LAR 347L Living Systems Design II</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the above courses students also may count any unnumbered advanced architectural history topics courses (Architecture 368R) and architectural theory courses (Architecture 350R) completed prior to Fall 2016.

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the School of Architecture: Architectural Interior Design (ARI), Architecture (ARC), Community and Regional Planning (CRP), and Landscape Architecture (LAR).
General Information

Mission
The core purpose of the Bachelor of Business (BBA) degree program is to produce well-rounded and ethical graduates who are valued for their mastery of the basic tenets and techniques of their declared major(s), their broad understanding of the greater context in which businesses operate, and their potential to become leaders who create value for society.

History
In April 1912 the first professor of the new “business training” program was hired and business classes were first offered in the fall of 1912 with a total of nine courses and two faculty. The School of Business Training was originally started as a part of the College of Arts and Sciences and by 1916 the program name had changed to Business Administration. With the continued growth of the program a new Bachelor of Business Administration degree was approved by the Regents in 1916 and the first BBA degrees were awarded to nine graduates in spring 1917. The business program at The University of Texas at Austin became a charter member in 1916 of the American Association of Collegiate Schools of Business, the accrediting agency for business schools, where it has remained fully accredited for both business and accounting. The Masters of Business Administration degree was approved in 1917 and graduate courses were started shortly thereafter. The first woman on the business faculty was hired in 1919 and the first women graduates in business received their degrees in 1920.

With increasing student interest in business education and continued growth of the program the Regents approved a new and separate School of Business Administration in 1922. In 1925 a research division of the school was established with the Bureau of Business Research which published the “Texas Business Review” in spring 1927, the first of its kind in Texas. A Ph.D in Business Administration was approved by the Regents in 1930 and was the first to be offered in the Southwest.

Given the growth of academic offerings and continuing increases in enrollment Waggener Hall was built in 1932 as a dedicated building for the business school. In 1945 the school was reorganized as the College of Business Administration with five academic departments: accounting; finance, real estate and insurance; general business; management; and marketing. In 1962 a new building for the College of Business was created with the Business-Economics Building. In 2000 the College of Business Administration and the Graduate School of Business were renamed the McCombs School of Business in honor of University alumnus and benefactor Red McCombs.

Facilities
The McCombs School is housed in the George Kozmetsky Center for Business Education. This three-building complex includes modern classrooms and offices, lecture rooms with multimedia equipment, conference and communal study rooms, as well as lounges for informal student and teacher interaction. Computer classrooms, computer laboratories, the Financial Trading and Technology Center, and a behavioral science laboratory are also available. Computer and computer-access facilities are available to students, faculty members, and staff members. The McCombs School of Business has its own computer network that links to the school’s laboratories and computing resources. The network is also connected to the University’s computing infrastructure.

Financial Assistance Available through the School
Students who are enrolled in the McCombs School of Business are eligible for scholarships and awards funded by industry, foundations, and individuals. Some of these awards are available school-wide, while others are restricted to students in one department. Students selected to receive an award are selected based on their academic performance, leadership and donor specific criteria which may include financial need.

Most scholarships are for continuing students who have declared a business major. Generally, scholarships are awarded annually with some being renewable. Criteria for awarding scholarships vary to meet the wishes of the donors but often include financial need, academic performance, major area of study, and hometown. The deadline for submission is the end of the spring semester for scholarships in the following academic year. Recipients are selected by the BBA Program Office of the school and are usually notified during the summer.

Departmental scholarships are generally reserved for juniors and seniors majoring in a program of the department. Because departmental scholarships are normally funded by annual contributions, the number of scholarships and the amounts awarded vary among departments and over time. Criteria for departmental awards are specified by the donors and include the same kinds of characteristics as those established for school-wide awards; deadlines and other elements of the selection process also vary among departments. Interested students should contact the major department for further information.

Student Services
The BBA Program Office provides administrative support and a wide array of student services for the school, including academic advising, career management, study abroad, and leadership development. These student services are offered to all enrolled BBA students to enhance their academic experience and professional development.

Academic Advising
Academic advisors in the BBA Program Office provide individualized, comprehensive advising and serve as a referral resource for students to ensure timely progress toward degree completion. Every McCombs undergraduate student is assigned to a professional academic adviser prior to their first semester enrolled in school. Faculty advisors are also available in each academic department to help students explore their educational and career goals.

All McCombs students are required to meet with an academic advisor before their first semester, which is part of new student orientation. After that, all students are encouraged to meet with their assigned advisor regularly. Students who elect to self-advise are responsible for knowing the requirements of the degree program they have chosen, enrolling in courses appropriate to that degree program, meeting the prerequisites of the courses selected, and taking courses in the proper sequence to ensure timely progress towards their degree. See Student Responsibility (p. 19) in The University section for more information.
Career Management

BBA Career Management offers job search assistance to enrolled business students. The purpose of the office is to help students determine their career goals, develop a plan for achieving these goals, and select and obtain employment commensurate with their goals, interests, and training.

To help students prepare for their career search, BBA Career Management offers BBA students individualized career coaching, specialized programming, and a variety of events and workshops that provide exposure to diverse industries and potential career paths. BBA Career Services offers assistance with conducting a job search, résumé and cover letter writing, interviewing, evaluating offers, and other recruiting topics. The department maintains additional career resources and general business publications in their office.

In addition to the career-related workshops, the BBA Career Coaching team also teaches the required courses Business Administration 101S, 101H, and 101T to freshmen and transfer students. These courses present the foundations for executing a successful job search and focus on career management as a lifelong process, as well as assist business students with planning, implementing and evaluating their careers. After completing these courses, students can implement job search strategies and interviewing techniques in pursuing internship and full-time employment opportunities.

Most students obtain an internship, which can satisfy the undergraduate business curriculum experiential learning course requirement, at the end of their junior year. However, BBA Career Management encourages freshmen and sophomores to attend its recruiting activities and events, which can help them obtain other internships that may provide valuable experience but don’t count for the required experiential learning course. These experiences can help students develop their résumés and job search skills.

About 800 individual interviews for internships and full-time opportunities are arranged annually with employers in business, industry, government, and not-for-profit organizations. Over 200 firms conduct on-campus interviews at the McCombs School of Business each year.

Another resource for employers and students is the online job board, RecruitMcCombs. RecruitMcCombs helps recruiters reach current students, and the McCombs Alumni Job Board connects employers to McCombs Alumni. These job boards complement the on-campus recruiting program by allowing companies to recruit candidates for a wide variety of roles in their organizations throughout the calendar year.

More information about BBA Career Management is provided on the McCombs School of Business website.

As a complement to the assistance available from the school, the Vick Center for Strategic Advising & Career Counseling serves students across campus who are exploring majors and careers. The center helps students learn more about their interests, skills and values; define short and long term goals; identify suitable major and career options; seek an internship; and plan for their job search or for graduate study.

The University makes no promise to secure employment for each graduate, but rather provides the tools and resources to ensure that students have access to employment opportunities.

Student Organizations

Student organizations play a vital role in the educational experience offered by the University. Students who become involved in organizations gain experience in leadership, teamwork, networking, time management, and other practical areas. This experience, when combined with the theoretical knowledge gained in the classroom, helps students develop a well-rounded set of skills for use academically, professionally, and personally.

The Undergraduate Business Council (UBC) is the governing student body in the school. It is made up of representatives from McCombs Affiliated Student Organizations, an executive board, representatives elected by the student body, and members appointed by the executive board. The UBC represents all undergraduate business students in university affairs, and sponsors programs such as McCombs Kickoff, Family Weekend, the VIP Distinguished Speaker Series, and the Faculty Honor Roll.

Business student organizations sponsor professional activities such as guest lectures, field trips, and faculty chats; many offer social activities as well.

Study Abroad

BBA International Programs offer McCombs School of Business students the opportunity to study abroad in the following ways: on an exchange or affiliated program (summer, semester or academic year) at one of our many partner schools around the world; and on short-term, faculty-led summer programs, offering pre-determined McCombs courses which are taught abroad in various international locations. These types of study abroad opportunities enable students to make progress toward their University degree requirements while gaining valuable intercultural experiences. More information is available at https://my.mccombs.utexas.edu/My/BBA/IP.

McCombs Leadership Development Program

The McCombs Leadership Program (LP) provides students the opportunity to gain valuable skills in leadership to complement academic requirements. Students work on developing their leadership skills through the lenses of social change on an individual, group, and community level through unique programming, activities, and reflection. All business majors who are not in the Canfield Business Honors Program and are freshmen, sophomores, or transfer students may apply. The LP requires a two-year commitment. The primary goal of the Leadership Program is to enhance student learning and development as it relates to self-knowledge and socially responsible leadership competence, and to expand the student’s leadership portfolio during his or her time at the McCombs School of Business.

Admission to the Leadership Program is limited to a small number of students who are chosen on a competitive basis each year. More information and an online application form are available at the Leadership Program’s website.

McCombs Success Scholars

McCombs Success Scholars is a two-year academic support program. Participants represent a diverse body of students within McCombs School of Business who bring a demonstrated record of academic achievement. The curriculum gives participants the opportunity to take many of their core courses with the same cohort of students, with additional programming focused on leadership development, career discovery, and social networking. For more information, see: https://www.mccombs.utexas.edu/BBA/Academics/Success-Scholars.
Admission and Registration

Admission

Admission Policies of the School

Admission and readmission of undergraduate students to the University is the responsibility of the University director of admissions. Information about admission to the University is given in the General Information Catalog.

Each year there are more qualified applicants to the McCombs School than can adequately be instructed by the faculty or accommodated within existing facilities. To provide students with the best educational experience possible, the school must limit undergraduate admission. Therefore, admission to the school is extremely competitive and admission requirements are more stringent than those of the University. As a result, a student may be admitted to the University but denied admission to the school. The student must be admitted to the school to pursue a degree program described in this catalog.

Admission to the school is granted for the fall semester only; summer session admission may be possible for freshmen. Students admitted for fall are expected to attend Orientation the summer before they enter the school.

Freshman Admission Requirements for Texas Residents

To be considered for admission to the school, Texas-resident high school students must be granted regular admission to the University. However, because enrollment is limited by the availability of instructional resources, admission requirements for business degree programs are more restrictive than those of the University. High school rank, SAT Reasoning Test or American College Testing Program (ACT) scores, extracurricular activities, and essays are among the factors used in making admission decisions. A student who is admitted to the University but denied admission to the school may seek admission to another academic program at the University.

Freshman Admission Requirements for Nonresidents

Because of enrollment restrictions dictated by the availability of faculty and facilities in the school and by the limitations on nonresident enrollment imposed by the Board of Regents, nonresident applicants may find the admission process extremely competitive.

Application Procedures for Freshman Admission

Students may apply for admission through the Office of Admissions website, http://admissions.utexas.edu/. To be considered for admission to the McCombs School of Business, the student should specify business as his or her intended major. All application materials must be submitted to the Office of Admissions by the deadline to apply for admission to the University for the summer session or fall semester; these dates are given in the General Information Catalog.

Admission with Deficiencies

Students who were admitted to the University with deficiencies in high school units must remove them by the means prescribed in the General Information Catalog. Credit used to remove a deficiency may not be counted toward the degree. It may be earned on the pass/fail basis. Students may not declare a major until high school unit deficiencies have been removed.

Foreign Language Proficiency

A student who transfers to the university must provide evidence that he or she has fulfilled the foreign language proficiency requirement for the Bachelor of Business Administration degree. Students may not declare a major until the foreign language proficiency requirement has been met.

Admission-to-Major Requirements for Students Previously Enrolled in the School

A former student who was most recently enrolled in the McCombs School of Business and who is readmitted to the University reenters the major in which he or she was last enrolled. However, a former business student who has earned a Bachelor of Business Administration degree at the University is readmitted with the classification “non-degree seeking student.”

A former student who was most recently classified as a pre-business student will be readmitted to the transitional student classification. The student may then apply for admission to a business major according to the procedures given in the section Internal Transfer.

Transfer

Internal Transfer

Students enrolled in other programs at the University who wish to enter a degree program described in this catalog must submit an application for a change of major to the BBA Program Office by May 15 to be considered for admission in the following fall semester. The following minimum requirements for consideration are in addition to the requirements to transfer from one division to another that are given in the General Information Catalog.

1. Completion of 24 semester hours of coursework in residence on the letter-grade basis by the end of the preceding spring semester; these hours must count towards the BBA degree (p. 44)
2. Completion of Mathematics 408Q or 408R when taken in residence, or Mathematics 408K and 408L, or Mathematics 408N and 408S, or Mathematics 408C and 408D, or the equivalent
3. Completion of Economics 304K and 304L
4. Students must meet the admission standards for foreign language proficiency, requiring two years of a single foreign language in high school or one year of a single foreign language in college
5. A grade point average of at least 3.25 on University in-residence coursework

Students are strongly encouraged to complete RHE 306 or its equivalent before starting classes in the McCombs School of Business.

An applicant’s disciplinary record, as maintained by the Office of the Dean of Students, will be reviewed for academic dishonesty or other violations of University policy. Violations will be reported to the Admissions Committee and taken into account as part of the application process. Violations may exclude a student from admission depending on the nature and severity of the offense(s).

Admission is granted on a space-available basis and may not be possible if instructional resources are not compatible with enrollment demands. A student with a grade point average of less than 3.40 is unlikely to be admitted to the school.

External Transfer

A student seeking to transfer to the McCombs School of Business from another university should list business as his or her intended major on the admission application. Because students are not admitted to the school for the spring, application materials must be submitted to
the Office of Admissions by the appropriate deadline for the student to be considered for admission in the following fall semester. The following minimum requirements for consideration are in addition to the requirements for transfer admission that are given in the General Information Catalog.

1. Completion of Mathematics 408K and 408L, Mathematics 408N and 408S, Mathematics 408C and 408D, or Mathematics 403K and 403L, or the equivalent
2. Completion of Economics 304K and 304L
3. Students must meet the admission standards for foreign language proficiency, requiring two years of a single foreign language in high school or one year of a single foreign language in college
4. A grade point average of at least 3.00 on transferable college credit

Students are strongly encouraged to complete RHE 306 or its equivalent before starting classes in the McCombs School of Business.

Because of enrollment restrictions dictated by the availability of faculty and facilities in the school and by the limitations on nonresident enrollment imposed by the Board of Regents, an applicant may be denied admission to the McCombs School even though he or she meets University transfer requirements. Such an applicant may seek admission to another academic program at the University. A student with a grade point average of less than 3.50 is unlikely to be admitted to the McCombs School.

Declaring a Major

Each student is admitted to the McCombs School with an unspecified major. The student may declare a specific business major when he or she has completed 30 semester hours of coursework, including:

1. Economics 304K and 304L,
2. Mathematics 408Q or 408R when taken in residence, or Mathematics 408D, or 408S.
3. Credit or registration for Business Administration 101H, 101S, or 101T,
4. Credit or registration for Management 101H, 101S, or 101T,
5. Fulfillment of the foreign language proficiency requirement for the Bachelor of Business Administration degree.

All students are required to declare a major before completing 75 semester hours. Students may declare their majors online at https://utdirect.utexas.edu/business/bba/. A student seeking admission to the integrated MPA or the Canfield Business Honors Program must complete a separate application; requirements for admission to these programs are given in the Accounting (p. 47) and Canfield Business Honors Program (p. 49) sections, respectively.

Registration

The General Information Catalog gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The Course Schedule, published before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and the General Information Catalog are published on the registrar’s website, http://registrar.utexas.edu/. Registration information specific to BBA students can be found at https://my.mccombs.utexas.edu/My/BBA/Registration.

Academic Policies and Procedures

Academic Standards

Students are expected to make continuous progress toward the degree while maintaining the University minimum scholastic requirements. A student is placed on academic probation if his or her grade point average falls below 2.00. University regulations on scholastic probation and dismissal are given in the General Information Catalog.

Students in the Integrated MPA or the Canfield Business Honors Program must maintain the scholastic requirements of those respective programs. Please refer to the Academic Standards sections for iMPA and BHP.

Any student having academic difficulty should discuss his or her status with an academic advisor in the BBA Program Office, CBA 2.400. Call (512) 471-0690 to set up an appointment with an academic advisor.

Students on academic probation attempting to register after the fourth class day in a fall or spring semester, or the second class day in a summer term, will not be approved to register late.

Portable Computing Devices

Students enrolled in a degree program at the McCombs School of Business will be expected to own a portable computing device suitable for use in the classroom and on the University wireless network.

Repetition of a Course

A student pursuing a Bachelor of Business Administration (BBA) may not enroll in any course in the McCombs School of Business more than twice, even if the course is needed to meet degree requirements, without first obtaining consent of his or her academic adviser in the BBA Program Office. Enrolling in a course more than three times requires approval from the dean. The symbol Q or W counts as an enrollment.

To request to enroll in a course for a third time or beyond a student must submit an online petition. Supporting documentation may be required.

The official grade in a course is the last one made; however, if a student repeats a course and has two or more grades, all grades and all semester hours are used to calculate the University grade point average and to determine the student’s scholastic eligibility to remain in the University and his or her academic standing in the McCombs School of Business.

A student may not repeat for credit or grade points any course in which he or she has earned a grade of C- or higher (or the symbol CR, if the course was taken on the pass/fail basis).

Applicability of Certain Courses

Physical Activity Courses

Physical activity (PED) courses are offered by the Department of Kinesiology and Health Education. They may not be counted toward the Bachelor of Business Administration degree. However, they are counted among courses for which the student is enrolled, and the grades are included in the grade point average.

ROTC Courses

No more than 12 semester hours of air force science, military science, or naval science coursework may be counted toward the Bachelor of Business Administration degree. ROTC courses may be used only as non-business or free electives and may be counted toward the degree only by
students who complete the third and fourth years of the ROTC program and accept a commission in the service.

**Courses Taken on the Pass/Fail Basis**

A business student may count toward the degree up to four one-semester courses in elective subjects outside the major taken on the pass/fail basis; only free electives (any level/subject), non-business electives, and upper-division non-business electives may be taken on the pass/fail basis. Business courses taken on the pass/fail basis cannot be counted toward the major, unless they are offered only on the pass/fail basis. Credit earned by examination is not counted toward the total number of courses that the student may take pass/fail.

Complete rules on registration on the pass/fail basis are given in the General Information Catalog.

**University Extension Self-Paced and Semester-Based Courses**

Students planning to take self-paced or semester-based University Extension courses should consult with the BBA Program Office before doing so to ensure compliance with the following restrictions:

1. Credit that an in-residence University student earns simultaneously through University Extension or similar means from another institution should be discussed in advance with the student’s academic adviser to determine business degree applicability.
2. A student may not be enrolled concurrently for courses from University Extension or another institution during his or her last semester without jeopardizing graduation eligibility.
3. With regard to registration on the pass/fail basis, extension courses are subject to the same restrictions as courses taken in residence; these restrictions are given in the section Courses Taken on the Pass/Fail Basis.

**Concurrent Enrollment**

To ensure degree applicability, students are urged to consult with their academic adviser before registering concurrently at another institution, either for resident coursework or for a distance education course, and before enrolling in University Extension self-paced or semester-based coursework. A student may not be enrolled concurrently during his or her last semester in any course to be counted toward the degree without jeopardizing graduation eligibility.

**Honors**

**University Honors**

The designation University Honors, awarded at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered. Criteria for University Honors are given in the General Information Catalog.

**Graduation with University Honors**

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors. Criteria for graduation with University Honors are given in the General Information Catalog. Historical honors information for the McCombs School of Business BBA Program can be found on the college website.

**School Honors Program**

The Canfield Business Honors Program is available to outstanding students who have distinguished themselves inside the classroom and out by superior performance during high school or in their first year at the University. The program is described in the Canfield Business Honors Program (p. 49).

**Graduation**

**Special Requirements of the School**

All students must fulfill the minimum General Requirements (p. 19) for graduation given in The University section. Business students must also fulfill the following requirements:

1. All students must have a University grade point average of at least 2.00 to graduate. Business students must also have a grade point average of at least 2.00 in business courses counted toward the BBA degree.
   a. Students in the Canfield Business Honors Program who wish to continue in the program or graduate with the Business Honors major must have a University grade point average of at least 3.25 and a grade point average in business courses of at least 3.25.
2. The University requires that at least six semester hours of advanced coursework in the major field of study be completed in residence. The McCombs School of Business requires that at least 12 semester hours of upper-division coursework in the major must be completed in residence at the University on the letter-grade basis.
3. A candidate for a degree must be registered in the McCombs School of Business either in residence or in absentia during the semester or summer session the degree is to be awarded. Students must apply for the degree no later than the date specified in the official academic calendar.

**Degree Audit**

All McCombs students are advised to monitor their degree progress through regular use of the online Interactive Degree Audit. IDA provides the student with a report of his or her progress toward completion of requirements for a specific degree program. In addition to using IDA, students are encouraged to meet regularly with their academic adviser in the BBA Program Office. The degree audit is not a substitute for individual advising.

**Applying for Graduation**

A degree candidate must apply for the degree no later than the date given in the official academic calendar. No degree will be conferred unless the diploma application form has been properly filed. Further information, resources, and a link to the graduation application are available at https://my.mccombs.utexas.edu/Mc/CM/Graduation. Freshmen are expected to complete their degree within four years, and transfer students are expected to complete their degree in a timely manner.

**Degrees and Programs**

Degree requirements are listed below under BBA Degree Requirements and under individual major degree requirements. For a complete list of requirements for a degree, the student should combine the degree requirements in these two sections with the University’s minimum General Requirements (p. 19) for graduation.

**Core Curriculum**

All students must complete the University’s Core Curriculum and the following specific requirements for the BBA, including the requirements of a major. In some cases, a course that is required for the BBA or for a
Flags

Each student must complete the University’s Core Curriculum. In the process of completing Core Curriculum and BBA degree requirements, students must earn credit for seven flags as listed below; most of the required flags are attached to the business core and major courses students must complete to earn a BBA degree. Courses may simultaneously satisfy flag and other degree requirements. As applicable, students are advised to fulfill the cultural diversity and the global cultures flag requirements through courses that meet other requirements of the Core Curriculum such as the first-year signature course, American history, government, or visual and performing arts requirements, or BBA degree requirements such as the human behavior requirement or electives. Please note, students may not earn the cultural diversity and global cultures flag from the same course.

Two writing flags: one flag requirement is typically satisfied by Business Administration 324 or 324H, or Communication 324M or 324H, a second by the capstone class in the major when taken in residence.

One quantitative reasoning flag: flag requirement typically satisfied by Accounting 311 or 311H, Accounting 312 or 312H, STA 301 or 301H or 235 when taken in residence.

One global cultures flag: BBA students should find a course that satisfies one of the University Core requirements, human behavior requirement, or an elective, which carries the global cultures flag.

One cultural diversity in the United States flag: BBA students should find a course that satisfies one of the University Core requirements, human behavior requirement, or an elective, which carries the cultural diversity in the United States flag.

One ethics flag: typically satisfied by Management 336 or 336H, or Legal Environment of Business 323 or 323H when taken in residence.

One independent inquiry flag: typically satisfied by the capstone class or a class required for the degree; Finance 370, Management 374, 374H, Management Information Systems 375, Marketing 370, and Operations Management 337 (Topic 3: Procurement and Supplier Management), when taken in residence.

Flags may be added to courses periodically; courses with flags are identified in the Course Schedule. More information is available in the section on Skills and Experience Flags.

BBA Degree Requirements

1. A grade point average of at least 2.00 is required on all work undertaken at the University for which a grade or symbol other than Q, W, X, or CR is recorded. In addition, a grade point average of at least 2.00 in business courses is required. For more information about grade requirements and restrictions on repetition of courses, please see Academic Policies and Procedures (p. 44).

2. A candidate for the BBA degree must be enrolled in the McCombs School in the semester or summer session in which the degree is awarded.

3. Each student is expected to complete the courses required for his or her major and to meet the curriculum requirements described in items 4 through 7 below in the year specified.

4. During their freshman and sophomore years, students are expected to complete the University’s Core Curriculum (p. 23) requirements.

5. Students are expected to complete the following BBA degree requirements during the freshman year:
   a. Mathematics 408Q (may fulfill the quantitative reasoning flag); Mathematics 408R will also be accepted when taken in residence at the University of Texas at Austin only. For the CSB major and the Science and Technology Management major, 408C (may fulfill the quantitative reasoning flag) and 408D are required. This coursework may also be used to fulfill the mathematics requirement of the core curriculum. Any successfully completed two-course calculus sequence will also be accepted.
   b. Economics 304K and 304L. Economics 304K may also be used to fulfill the social and behavioral sciences requirement of the Core Curriculum.
   c. MIS 301, a business core course.
   d. Three semester hours of coursework in anthropology, psychology, educational psychology, or sociology, chosen from approved courses; courses dealing primarily with statistics or data processing may not be used to fulfill this requirement. Social Science 302C, 302D, 302E, and 302F (for Plan II dual majors only), are also accepted.
   e. Business Administration 101H, 101S, or 101T; and Management 101H, 101S or 101T. Entering freshmen take Business Administration 101S and Management 101S, entering transfer students take Business Administration 101T and Management 101T, and entering business honors students take Business Administration 101H and Management 101H. Because each course is offered only once a year, failure to take the course in the proper semester will prevent the student from declaring a major and progressing toward the degree.

6. In addition to the courses above, students must complete the following business core courses by the end of their sophomore year:
   a. Accounting 311 and 312 (both courses may fulfill the quantitative reasoning flag)
   b. sta 301 (may fulfill the quantitative reasoning flag)
   c. Business Administration 324 or Communication 324M (may fulfill the writing flag)
   d. Operations Management 235 or 334M
   e. Decision Science 235
   f. Statistics 235

7. Fifteen semester hours beyond the first two years are specified as follows:
   a. Business core courses:
      i. Legal Environment of Business 323 (may fulfill the ethics flag)
      ii. Finance 357
      iii. Marketing 337
      iv. Management 336 (may fulfill the ethics flag)
Marketing 366P, Operations Management 366P; only one of the following courses may be counted toward the degree: Business Administration 353, and Business Administration 653.

8. The following requirements apply in addition to those in items 4 through 7 above:

a. Additional coursework to earn a total of at least six semester hours at the upper-division level outside the McCombs School of Business. Students should consult the requirements of their major department for information about additional coursework to be taken outside the school.

b. Completion of the requirements of one of the BBA majors listed in the Undergraduate Catalog. At least 24 semester hours in business must be completed in residence on the letter-grade basis at the University, of which at least 12 semester hours must be in upper-division coursework in the student’s major. For additional in residence requirements, see the University’s General Requirements (p. 19) for graduation given in The University section. Please also see footnote below.

Proficiency in a foreign language equivalent to one year competency is required. This requirement may be fulfilled either by completion of the two high school units in a single foreign language that are required for admission to the University as a freshman or by the demonstration of proficiency at the second-semester level. Credit earned at the college level to achieve the proficiency may be taken on the pass/fail basis, and the credit may count towards the degree. Due to the variety in the way language classes are taught at the University, students should consult their academic adviser.

The following are the courses that may be counted towards the residence requirement for each major:

<table>
<thead>
<tr>
<th>Accounting (BBA)</th>
<th>ACC 326, ACC 327, ACC 329, ACC 362, and ACC 364.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (Integrated BBA/MPA)</td>
<td>ACC 151, ACC 152, ACC 355, ACC 356, ACC 358C, and ACC 359.</td>
</tr>
<tr>
<td>Finance</td>
<td>ACC 326, FIN 357, FIN 367, FIN 370, and the 12 additional semester hours required for the student’s track.</td>
</tr>
<tr>
<td>International Business</td>
<td>I B 350 or I B 350S, I B 378, and nine additional semester hours in requirement 4 of the major.</td>
</tr>
<tr>
<td>Management (General Management Track)</td>
<td>MAN 336, MAN 374, and 12 additional semester hours required for the general management track in requirement 3 of the major.</td>
</tr>
<tr>
<td>Management (Consulting and Change Management Track)</td>
<td>MAN 328, MAN 336, MAN 374, MAN 337 (Topic 7: People Analytics), and six additional semester hours required for the consulting &amp; change management track in requirement 5 of the major.</td>
</tr>
<tr>
<td>Management (Entrepreneurship Track)</td>
<td>MAN 336, MAN 327, MAN 327E, MAN 374, and six additional semester hours required for the entrepreneurship track in requirements 5 and 6 of the major.</td>
</tr>
<tr>
<td>Management Information Systems</td>
<td>MIS 304, MIS 325, MIS 333K, MIS 374, MIS 375, and six additional semester hours in requirement 3 of the major.</td>
</tr>
<tr>
<td>Marketing</td>
<td>MKT 337, MKT 360, MKT 370, and 12 additional semester hours in requirement 3 of the major.</td>
</tr>
<tr>
<td>Science and Technology Management</td>
<td>O M 235 or O M 334M, O M 337 (Topic 5: Project Management), MAN 374 or MIS 375, and nine additional semester hours required for the student’s business block.</td>
</tr>
<tr>
<td>Supply Chain Management</td>
<td>O M 235 or O M 334M, O M 337 (Topic 3: Procurement and Supplier Management), O M 338, O M 367, O M 368, and six additional semester hours in requirement 3 of the major.</td>
</tr>
</tbody>
</table>

Bachelor of Business Administration

Accounting

Two programs are available to students who wish to study accounting at the University. The first is the four-year major in accounting leading to the Bachelor of Business Administration degree. The second is the five-year integrated approach to the Master in Professional Accounting degree, which leads to the award of both the BBA and the Master in Professional Accounting degrees. The objective of the BBA accounting curriculum is to provide students with a broad overall education, solid grounding in the common body of knowledge of business administration, and exposure to accounting in sufficient depth to help them achieve entry-level competence for pursuit of a career in industry. The integrated approach is designed for students who wish to concentrate in accounting and obtain education in an accounting specialization.

Bachelor of Business Administration

The requirements of this program are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. Accounting 326, 327 (may fulfill the quantitative reasoning flag), 329, 362, and 364
3. Economics 420K or 421K
4. Management 374 (may fulfill the writing and independent inquiry flags)
5. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

BBA/MPA: Integrated Approach

The integrated approach to the Master in Professional Accounting is a five-year program of undergraduate and graduate coursework that allows the student to earn the BBA and the Master in Professional Accounting (MPA) degrees. The professional curriculum, which usually begins in the
Admissions website

well as other relevant examples of academic ability. An applicant with a

Admission is based on the applicant's University grade point average, as

speaking countries are allowed to waive this requirement. Please visit the

retake the test to increase scores.

applicant's current English proficiency, it is strongly recommended to

application deadline, even if s/he was allowed to waive the TOEFL or

24 for each individual section or a minimum band score of 7.5 for the

www.mccombs.utexas.edu/MPA/iMPA/Admissions. Students interested

in this program must have met the following requirements by the

application deadline: the foreign language proficiency requirement

for the BBA degree; and completion of at least 54 semester hours of

coursework, including

• Accounting 311 and 312;
• Business Administration 101H, 101S, or 101T;
• Management 101H, 101S, or 101T;
• Economics 304K and 304L with a grade of C- or better;
• Mathematics 408Q, 408R when taken in residence, 408D, 408L, or

408S with a grade of C- or better.

The MPA Program Office highly recommends that students complete

Economics 420K, Microeconomic Theory or 421K, Microeconomic Theory

for Business before entering the MPA program. If students are unable to

take this course prior to admission into the MPA program, this course

must be completed by the end of the spring semester of the first year in

the program.

It is highly recommended that students complete Finance 357, Business

Finance prior to admissions into the MPA program, but it must be

completed before taking Accounting 380K (Topic 1: Financial Accounting

Standards and Analysis I) (usually done by the fall semester of the second

year in the MPA program).

As stated in the BBA Degree Requirements, “A student may not repeat for

credit or grade points any course in which he or she has earned a grade of

C- or higher.”

International students pursuing the BBA/MPA degree: English skills are

essential for success in the MPA program. As a result, it is important to

demonstrate the ability to speak, read, write, and understand English

through the TOEFL or IELTS. Official scores for either the internet-

based TOEFL or IELTS must be on the student’s record prior to the

application deadline, even if s/he was allowed to waive the TOEFL or

IELTS for admission to the University. Only applicants from English-

speaking countries are allowed to waive this requirement. Please visit the

Admissions website for a list of countries which qualify for the waiver.

The preferred minimum for the TOEFL is 105 overall, with a minimum of

24 for each individual section or a minimum band score of 7.5 for the

IELTS. If previously-submitted test scores do not accurately reflect the

applicant’s current English proficiency, it is strongly recommended to

retake the test to increase scores.

Admission is based on the applicant’s University grade point average, as

well as other relevant examples of academic ability. An applicant with a

University grade point average of less than 3.00 is unlikely to be admitted
to this program. Admission may be restricted by the availability of

instructional resources. An applicant’s disciplinary record, as maintained

by the Office of the Dean of Students, will be reviewed for academic

dishonesty or other violations of University policy. Violations will be

reported to the Admissions Committee and taken into account as part

of the application process. Violations may exclude a student from

admission depending on the nature and severity of the offense(s).

Before beginning the fifth year, integrated approach students must be

admitted to the MPA program. Students must complete at least two long-

session semesters in residence in the MPA program. Application forms

must be submitted by February 1 of the student’s fourth year. Students

must have completed the following BBA degree requirements before the

application deadline: the University Core Curriculum, courses needed
to declare a major, the human behavior requirement, the lower-division

business core, and Business Administration 324 or Communication

324M.

Academic Standards

Students are expected to make continuous progress toward the degree

by completing required accounting coursework each semester. Students

who fail to take required accounting coursework two long-session

semesters in a row will be removed from the program and placed in the

unspecified business major. Students will be notified before this action is

taken; they must meet with their academic adviser upon being notified.

Experiential Learning

Integrated MPA students are able to satisfy the BBA degree experiential

learning requirement by completing either an undergraduate or a

graduate internship or practicum course. A graduate internship or

practicum course will simultaneously satisfy a graduate elective for the

MPA degree.

Dismissal

The student is dismissed from the integrated approach if he or she

will not achieve a grade point average of at least 2.8 in the core

undergraduate accounting courses. Exceptions are granted only by the

Master in Professional Accounting Program Committee.

Violations of the University’s policies on academic integrity or non-

academic conduct can lead to dismissal from the Integrated BBA/MPA

program.

Graduation

Students pursuing the integrated approach to the MPA degree are

expected to complete their BBA accounting degrees within four years

as a milestone towards their MPA degree. The additional requirements

for graduation pertaining to the BBA degree are given in Graduation

(p. 45). To receive an MPA degree, a student must have a grade point

average of at least 3.00 in all coursework taken as part of the minimum

35 hour MPA degree. He or she must also have a grade point average in

graduate accounting coursework of at least 3.00.

Degree Requirements

The requirements for the BBA/MPA program are:

1. Undergraduate coursework
   a. The Core Curriculum requirements and the BBA Degree
      Requirements. Because the integrated approach includes
      a graduate-level internship course, students may forgo the
      undergraduate experiential learning course described in
      requirement 7.b of the BBA Degree Requirements
Accounting Suggested Arrangement of Courses

First Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 101S</td>
<td>1</td>
<td>B A 101S</td>
<td>1</td>
</tr>
<tr>
<td>M 408Q</td>
<td>4</td>
<td>STA 301</td>
<td>3</td>
</tr>
<tr>
<td>ECO 304K</td>
<td>3</td>
<td>ECO 304L</td>
<td>3</td>
</tr>
<tr>
<td>RHE 306</td>
<td></td>
<td>MIS 301</td>
<td></td>
</tr>
<tr>
<td>UGS 302 or 303</td>
<td>Science and technology part</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Approved PSY/SOC/ANT/EDP</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total credit hours: 8</td>
<td>13</td>
<td></td>
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</table>

Second Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 311</td>
<td>3</td>
<td>ACC 312</td>
<td>3</td>
</tr>
<tr>
<td>STA 235</td>
<td>2</td>
<td>FIN 357</td>
<td>3</td>
</tr>
<tr>
<td>D S 235</td>
<td>2</td>
<td>M M 235</td>
<td>2</td>
</tr>
<tr>
<td>B A 324</td>
<td>3</td>
<td>Science and technology part II</td>
<td>3</td>
</tr>
<tr>
<td>Science and technology part I</td>
<td>3 American history</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total credit hours: 16</td>
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<td></td>
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</table>

Third Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ACC 326</td>
<td>3</td>
<td>ACC 327</td>
<td>3</td>
</tr>
<tr>
<td>MKT 337</td>
<td>3</td>
<td>MAN 336</td>
<td>3</td>
</tr>
<tr>
<td>LEB 323</td>
<td>3</td>
<td>ECO 421K</td>
<td>4</td>
</tr>
<tr>
<td>GOV 310L</td>
<td>3</td>
<td>GOV 312L</td>
<td>3</td>
</tr>
<tr>
<td>American history</td>
<td>3 Free elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total credit hours: 15</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 329</td>
<td>3</td>
<td>MAN 374</td>
<td>3</td>
</tr>
<tr>
<td>ACC 362</td>
<td>3</td>
<td>ACC 364</td>
<td>3</td>
</tr>
<tr>
<td>B A 353</td>
<td>3</td>
<td>Upper-division nonbusiness elective</td>
<td>3</td>
</tr>
<tr>
<td>E 316L</td>
<td>3</td>
<td>Free elective</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>3 Free elective</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total credit hours: 15</td>
<td>16</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Schedule to be adjusted depending on student’s plans, incoming credits, and course availability.

Note: Students should check their Interactive Degree Audit and with their academic advisor about number and type of electives required.

Canfield Business Honors Program

The Canfield Business Honors Program is designed to provide an intellectual challenge for students who have distinguished themselves academically and in leadership roles outside the classroom. The student may choose a general program of study or choose to combine the general program of study with an additional major. Canfield Business Honors Program students take 14 business courses in special sections open only to them. Additional information is available from the Canfield Business Honors Program Office.

Admission

Admission to the Canfield Business Honors Program is limited to a small number of exceptional students who are chosen on a competitive basis. Admission decisions are made by the Canfield Business Honors Program Committee. Most students enter the program as freshmen, but some are admitted as sophomores.

Students entering the University and the McCombs School of Business as freshmen may apply to the Canfield Business Honors Program by completing a separate online application available through The University of Texas at Austin Office of Admissions. The Canfield Business Honors Program Committee considers the student’s SAT Reasoning Test or ACT scores, high school class rank, preparatory courses, extracurricular activities, evidence of leadership ability, and other objective criteria.

Students may also seek admission to the Canfield Business Honors Program during the spring semester of their freshman year to begin taking courses as a sophomore. To be considered for admission, the student must have completed in the fall and spring semesters of the freshman year at least 24 semester hours of college-level coursework; this coursework must include Economics 304K and 304L or equivalent, Mathematics 408Q, or Mathematics 408R when taken in residence, or Mathematics 408K and 408L, or Mathematics 408N and 408S or Mathematics 408C and 408D, or the equivalent. The Canfield Business Honors Program Committee considers the student’s grade point average in courses taken in residence at the University and the number, type, and rigor of the courses the student has taken at the University. Students will also be evaluated based upon evidence of their extracurricular activities and leadership abilities. An applicant’s disciplinary record, as maintained by the Office of the Dean of Students, will be reviewed for academic dishonesty or other violations of University policy. Violations will be reported to the Admissions Committee and taken into account as part of the application process. Violations may exclude a student from admission depending on the nature and severity of the offense(s).

Students applying to the Canfield Business Honors Program are permitted to have received credit for Business Administration 101S and/or MIS 301; however, no credit will be accepted for other courses normally taken as part of the honors core.

Application materials and information about deadlines are available at https://www.mccombs.utexas.edu/CBHP.
Academic Standards

A student who enters the Canfield Business Honors Program as a freshman must have a grade point average of at least 3.25 on the courses taken in residence during the fall and spring semesters of the first year to continue in the program. The student must complete at least 12 semester hours in residence on the letter-grade basis during each of those two semesters. After the freshman year, each student, whether admitted as a freshman or as a sophomore, is dismissed from the program if his or her overall or business grade point average drops below 3.25. Exceptions are granted only by the Canfield Business Honors Program Committee.

Violations of the University's policies on academic integrity or non-academic conduct can lead to dismissal from the Canfield Business Honors Program.

Graduation

To graduate under the Canfield Business Honors Program, the student must earn a University grade point average of at least 3.25 and a grade point average of at least 3.25 in business courses.

Degree Requirements

Canfield Business Honors Program students may choose a general program of study, or choose to combine the general program of study with an additional major. Requirements for the general program of study are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. Completion of the following business core courses and other business courses in special Honors Program sections:
   a. Accounting 311H (may fulfill the quantitative reasoning flag)
   b. Accounting 312H (may fulfill the quantitative reasoning flag)
   c. Business Administration 101H
   d. Business Administration 151H
   e. Business Administration 324H or Communication 324H (may fulfill the writing flag)
   f. Decision Science 235H
   g. Finance 357H
   h. Legal Environment of Business 323H (may fulfill the ethics flag)
   i. Management 101H
   j. Management 336H (may fulfill the ethics flag)
   k. Management 327H
   l. Management 374H (may fulfill the writing and independent inquiry flags)
   m. Management Information Systems 301H
   n. Marketing 337H
   o. Operations Management 235H
   p. Statistics 301H
   q. Statistics 235H (may fulfill the quantitative reasoning flag)
3. Six semester hours of upper-division business electives
4. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

Honors Computer Science and Business

Admission

Admission to Computer Science and Business (CSB) is limited to a small number of high performing students who are chosen on a competitive basis. Students selected for the program will have demonstrated exceptional potential for success in both computer science and business. Admission decisions are made by the CSB Committee. Students enter the program as freshmen.

Students entering the University as freshmen may apply to the CSB by completing a separate online application available through the UT Office of Admissions. The CSB Committee considers the student’s SAT Reasoning Test or ACT scores, high school class rank, preparatory courses, extracurricular activities, evidence of leadership ability, and other objective criteria.

Academic Standards

A student who enters CSB as a freshman must have a grade point average of at least 3.25 on the courses taken in residence during the fall and spring semesters of the first year to continue in the program. The student must complete at least 12 semester hours in residence on the letter-grade basis during each of those two semesters. After the freshman year, each student is dismissed from the program if his or her overall, computer science, or business grade point average drops below 3.25. In addition to this grade point average requirement, students must know and abide by the academic and disciplinary policies given in this catalog and in the General Information Catalog. Those who fail to do so will be considered for academic dismissal from the program.

Under special circumstances and at the discretion of the CSB Program Committee, a student will be allowed to continue in the program under academic review. Students in scholastic difficulty should discuss their problems with the CSB Honors Program director(s) and their academic advisor(s).

Graduation

To graduate under the CSB Honors Program, the student must earn a University grade point average of at least 3.25 and a grade point average of at least 3.25 in business courses and a grade point average of at least 3.25 in computer science courses. A candidate for any degree must be enrolled at The University of Texas at Austin in the semester or summer session in which the degree is awarded.

Students in CSB must satisfy the University’s Core Curriculum and degree requirements for a B.S. in Computer Science and for a B.B.A.; combined degree requirements below. If students later elect to complete only one degree, they must consult their academic advisor(s) and fulfill all degree requirements.

Degree Requirements

1. Mathematics 408C and 408D, or 408N, 408S, and 408M; either 340L or 341 or Statistics and Data Sciences 329C; and Statistics and Data Sciences 321
2. One of the following sequences of coursework, also fulfills all of part I of the core curriculum science and technology requirement:
   a. Either Biology 311C and 311D, or 315H and 325H
   b. CH 301 or 301H, and CH 302 or 302H
   c. Physics 303K and 103M, PHY 301 and 101L or 317K and 117M; and 303L and 103N, 316 and 116L, or 317L and 117N.
3. Economics 304K and 304L
4. Three semester hours of coursework in anthropology, psychology, educational psychology, or sociology, chosen from approved courses; courses dealing primarily with statistics or data processing may not be used to fulfill this requirement. Social Science 302C, 302D, 302E, and 302F (for Plan II dual majors only), are also accepted. A list of coursework can be found in the Canfield Business Honors academic advising office.

5. The following courses in computer science:
   a. Theory: Computer Science 311H, 331H
   b. Programming: Computer Science 314H
   c. Systems: Computer Science 429H, 439H
   d. Twelve additional hours of upper-division courses in computer science of which six hours must carry the honors designation.

6. Completion of the following business core courses and other business courses in special Honors Program sections:
   a. Accounting 311H (may fulfill the quantitative reasoning flag)
   b. Accounting 312H (may fulfill the quantitative reasoning flag)
   c. Business Administration 101H
   d. Business Administration 151H
   e. Business Administration 353
   f. Business Administration 324 or Communication 324H (may fulfill the writing flag)
   g. Decision Science 235H
   h. Finance 357H
   i. Legal Environment of Business 323H
   j. Management 101H
   k. Management 336H (may fulfill the ethics flag)
   l. Management 327H
   m. Management 374H (may fulfill the writing and independent inquiry flags)
   n. Management Information Systems 301H
   o. Marketing 337H
   p. Operations Management 235H
   q. Statistics 235H (may fulfill the quantitative reasoning flag)

This dual major requires 124 hours for completion of both degrees

### Canfield Business Honors Program Suggested Arrangement of Courses

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15 14

Total credit hours: 114

Note: This course must be taken within the year and semester it is listed under.

Note: Schedule to be adjusted depending on major selection, incoming credits, and course availability

Note: Students should check their Interactive Degree Audit and with their academic adviser about number and type of electives required

### Finance

Finance is the study of resource allocation—the process, markets, institutions, and instruments that provide for the transfer of money and wealth. The finance degree program offers students an opportunity to study the finance function in the business firm, the financial services firm, and the financial system.

The finance major presents students with the theoretical framework and analytical tools and techniques to handle a variety of finance and business functions. Students may choose one of seven tracks: corporate finance and investment banking, energy finance, law and science, investment management and banking, quantitative finance, finance with required accounting minor, or real estate; students who do not wish to specialize may choose the general finance track.

Corporate finance and investment banking courses are designed to prepare students for careers as associates of corporate treasury departments, as corporate financial analysts, and as management consultants. Energy finance courses are designed to prepare students for positions in project financing, valuation, and risk management in the energy sector. Investment management and banking courses are designed to give students a background suitable for starting positions as financial analysts with investment funds, investment banks, commercial banks, and other financial institutions. Quantitative finance courses are designed to prepare students for financial analyst positions in research departments of financial institutions and for graduate study in finance. Real estate courses are designed to give students a broad background in valuing and managing real estate; the track is intended to prepare students for positions in real estate commercial brokerage and appraisal, mortgage banking, loan underwriting, real estate development and investment, and property management. The finance track with a required accounting minor is appropriate for students who wish to enhance their understanding of auditing/financial reporting, managerial accounting/ control and taxation, and students whose careers will interact with the Controller function of their organization.

Finance majors may specialize further by completing the Financial Analyst Program (FAP). This one year program allows competitively
selected business students to work closely with finance faculty members and industry professionals to develop their skills and experience as analysts. The program may be combined with any of the finance options. More information about FAP is available in the Department of Finance office and at their website.

The requirements of this program are:

1. The Core Curriculum (p. 23) and the BBA Degree Requirements (p. 46)
2. Accounting 326 (with the exception of the finance track with required accounting minor), Finance 367, and 370 (may fulfill writing and independent inquiry flags)
3. Only one independent study may be counted toward the finance major with the exception of the general finance track, the finance track with required accounting minor, and the real estate track, which do not allow independent study, as noted below
4. One of the following tracks:
   a. Corporate Finance and Investment Banking
      i. Finance 374C
      ii. One of the following courses: Accounting 327 (may fulfill the quantitative reasoning flag), 329, 362, or 364
   b. Energy Finance, Law and Science
      i. Finance 374C
      iv. GEO 303 or GEO 401; also fulfills one class of the part I sequence of the core curriculum science and technology requirement, or all of part II
   c. Investment Management and Banking
      i. Finance 377 (Topic 1: Portfolio Analysis and Management)
      ii. Finance 371M
   d. General Finance
   i. Twelve semester hours of upper-division coursework in finance; up to six hours may be taken in real estate. The following courses may not be used to fulfill this requirement: Finance 357, 367, and 370. Finance 377 (Topic 2: Financial Risk Management) and 377 (Topic 5: Energy Financial Risk Management) may not both be used. Finance 377 (Topic 3: Security Analysis) is open only to students in the Financial Analyst Program.
   ii. An independent research course may not be counted toward the general finance option

      e. Quantitative Finance
         i. Finance 374C
   f. Real Estate
      i. Finance 371M
      ii. One of the following courses: Finance 377 (Topic 3: Security Analysis), 377 (Topic 4: Financial Analysis), 374S, 374C
      iii. Six semester hours of coursework in real estate
      iv. An independent research course may not be counted toward the real estate option
      v. Note: Finance majors who select the Real Estate track cannot pursue the Real Estate minor; however, they may select any other finance track in order to complete the Real Estate Minor.
   g. Finance with Required Accounting Minor
      i. Twelve semester hours of upper-division coursework in finance; up to six hours may be taken in real estate. The following courses may not be used to fulfill this requirement: Finance 357, 367, and 370. Finance 377 (Topic 2: Financial Risk Management) and 377 (Topic 5: Energy Financial Risk Management) may not both be used. Finance 377 (Topic 3: Security Analysis) is open only to students in the Financial Analyst Program.
         • Students may choose to complete this requirement with the finance course requirements for any one of tracks a-f
         ii. Accounting Minor for Business Majors (p. 58), completed in full
         iii. An independent research course may not be counted toward the finance with accounting minor option

5. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

**Finance Suggested Arrangement of Courses**

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<tr>
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<th>First Term</th>
<th>Hours</th>
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</table>
The requirements of this program, which has two tracks, are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. International Business 350 or 350S
3. International Business 378 (may fulfill the writing, independent inquiry, and global cultures flags)
4. The additional requirements of one of the following tracks:
   a. Language Skills track
      i. Three semester hours approved international experience, either a study abroad program of at least five weeks in length, or an international internship of at least six weeks in length, and at least 160 hours work.
      ii. Six hours from the list of International Business elective courses in #5 below.
      iii. Twelve semester hours of coursework in a foreign language associated with the area studies used to fulfill requirement 4.a.4 below. A minimum of six of the 12 required hours must be at the upper-division level.
   b. Global Business Skills track
      i. Six semester hours approved international experience, either a study abroad program of at least five weeks in length, or an international internship of at least six weeks in length, and at least 160 hours work.
      ii. Nine hours from the list of International Business elective courses in #5 below.
      iii. Additional elective coursework necessary to provide a total of at least 120 semester hours.

5. International Business Major Elective Courses:
   • International Business 362 Global Regulatory Strategy,
   • Business, Government, and Society 374, Global Political Economy
   • Finance 376, International Finance/International Business
   • International Business 365 Finance & Global Business,
   • Operations Management 367/International Business 367 Strategic Supply Chain Management,
   • International Business 366/Accounting 366C International Transfer Pricing,
   • International Business 368 Global Value Chains,
   • Management 337 (Topic 3: Intercultural Management),
   • International Business 372 (Topic 11: Global Entrepreneurship).

### International Business Suggested Arrangement of Courses

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<tr>
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Note: Schedule to be adjusted depending on student’s plans, incoming credits, and course availability.

Note: Students should check their Interactive Degree Audit and with their academic adviser about number and type of electives required.

### International Business

Technological advances have connected the world’s countries, societies, economies, and individuals in ways that were unimaginable not long ago. What happens outside U.S. borders is of paramount concern to American businesses and citizens. This major provides students with detailed knowledge about the global aspects of the U.S economy and specific, functional skills useful to a career in the global economy.

The requirements of this program, which has two tracks, are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. International Business 350 or 350S
3. International Business 378 (may fulfill the writing, independent inquiry, and global cultures flags)
4. The additional requirements of one of the following tracks:
   a. Language Skills track
      i. Three semester hours approved international experience, either a study abroad program of at least five weeks in length, or an international internship of at least six weeks in length, and at least 160 hours work.
      ii. Six hours from the list of International Business elective courses in #5 below.
      iii. Twelve semester hours of coursework in a foreign language associated with the area studies used to fulfill requirement 4.a.4 below. A minimum of six of the 12 required hours must be at the upper-division level.
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### International Business Suggested Arrangement of Courses

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The requirements of the general management track are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. Management 374 (may fulfill the writing and independent inquiry flags)
3. Twelve semester hours of upper-division coursework in management
4. Six semester hours of upper-division coursework in social science (anthropology, economics, government, history, linguistics, geography, psychology, sociology)
5. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

Practicum courses (Management 347P, Management 366P, Management 367P, Management 369P) may be used to satisfy a management elective or the BBA experiential learning requirement, but one class may not be used to satisfy both.

### Consulting and Change Management Track

The requirements of the consulting and change management track are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. Management 328
3. Management 337 (Topic 7: People Analytics)
4. Management 374 (may fulfill the writing and independent inquiry flags)
5. Six semester hours chosen from the following courses: any upper-division course in management, Accounting 329, Operations Management 337 (Topic 1: Total Quality Management)
6. Six semester hours of upper-division coursework in social science (anthropology, economics, government, history, linguistics, geography, psychology, sociology)
7. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

Practicum courses (Management 347P, Management 366P, Management 367P, Management 369P) may be used to satisfy a management elective or the BBA experiential learning requirement, but one class may not be used to satisfy both.

### Entrepreneurship Track

The requirements of the entrepreneurship track are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. Management 374 (may fulfill the writing and independent inquiry flags)
3. Management 327 or 327H
4. Management 327E
5. Three semester hours upper-division management
6. Three semester hours chosen from the following courses: Management 347P, 366P, 367P, 369P
7. Six semester hours of upper-division coursework in social science (anthropology, economics, government, history, linguistics, geography, psychology, sociology)
8. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

Practicum courses (Management 347P, Management 366P, Management 367P, Management 369P) may be used to satisfy a management elective or the BBA experiential learning requirement, but one class may not be used to satisfy both.

Management majors are ineligible to participate in the Entrepreneurship Minor, but instead should select the Entrepreneurship track of the Management major.
**Management Suggested Arrangement of Courses**

### First Year

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<th>Second Term</th>
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Visual and performing arts 3

First Term Hours Second Term Hours

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### Third Year

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### Fourth Year

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Total credit hours: 111

Note: Schedule to be adjusted depending on student's plans, incoming credits, and course availability.

Note: Students should check their Interactive Degree Audit and with their academic advisor about number and type of electives required.

### Management Information Systems

There is a great demand for individuals with knowledge about both business and computer applications. Through a series of business core courses and business computer courses, the program in management information systems is intended to prepare a professional who can fully appreciate the complexity of information system design. The graduate is expected to have both the technical and the managerial knowledge to solve fundamental business problems in inventory control, production, forecasting, finance, cost accounting, and other areas. Courses are designed to provide a foundation in the integration of hardware, software, networking, and business functional analysis for business systems.

The requirements of this program are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. MIS 304, 325, 333K, 374, and 375 (may fulfill the writing and independent inquiry flags)
3. Six additional semester hours of upper-division coursework in management information systems
4. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

### Management Information Systems Suggested Arrangement of Courses

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<th>Second Term</th>
<th>Hours</th>
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Visual and performing arts 3

### Second Year

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Total credit hours: 108

Note: Schedule to be adjusted depending on student's plans, incoming credits, and course availability.

Note: Students should check their Interactive Degree Audit and with their academic advisor about number and type of electives required.

### Marketing

Marketers help the firm discover and utilize new technological and market opportunities. Their motivation is to create strong brands and loyal customers in the ever-shifting competitive landscape. This is possible through the efforts of marketers to identify the customers with needs the firm is best positioned to meet. Marketers ensure the firm is offering customers well-designed products and services at just the right price, and makes the products available through the right distribution channels, while promoting product offerings through innovative, informative, and persuasive communications. Career opportunities
in marketing exist in every industry, no matter the type and size of business.

The requirements of this program are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. Marketing 360 (may fulfill the quantitative reasoning flag), and 370 (may fulfill the writing and independent inquiry flags)
3. Twelve semester hours of upper-division coursework in marketing, or International Business 350
4. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

Practicum course Marketing 366P may be used to satisfy a marketing elective or the BBA experiential learning requirement, but not both.

A maximum of three hours Marketing 178/278/378 can be counted towards marketing electives for a Marketing major.

For course planning, Marketing majors should carefully consider the prerequisites for Marketing 370: 90 semester hours of college coursework, including Marketing 360; credit or registration for an approved experiential learning course; and three additional semester hours of elective coursework in marketing.

## Marketing Suggested Arrangement of Courses

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Note: Schedule to be adjusted depending on student’s plans, incoming credits, and course availability

Note: Students should check their Interactive Degree Audit and with their academic advisor about number and type of electives required

## Science and Technology Management

Science and engineering technology enterprises have a great demand for managers who are not only skilled at business, but who also understand the principles underlying the science, technology, and engineering ventures they must manage. To fill this need, the program of study for the BBA in science and technology management provides a sound foundation in mathematics, in science, and in business, qualifying the student for more advanced study in the management of technological, engineering, and scientific enterprises.

Students work closely with the faculty advisor in the Department of Information, Risk, and Operations Management.

All students must take the courses listed below, with a minimum of 48 semester hours in the McCombs School of Business. Prerequisites for all courses are given in this catalog. Other requirements of the Cockrell School of Engineering must also be fulfilled.

The requirements of this program are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46), with the specification that:
   a. Students in this program must complete Mathematics 408C (may fulfill the quantitative reasoning flag) and 408D; or 408K (may fulfill the quantitative reasoning flag), 408L, and 408M.

2. Operations Management 337 (Topic 5: Project Management);

3. One of the following four business blocks:
   a. General Business Block: Accounting 329, either Finance 374C or Finance 374S, and either Management 374 or Management Information Systems 375 (both may fulfill the writing and independent inquiry flags), whichever course is not used to fulfill requirement 4 below;
   b. Finance Business Block: Finance 367, Finance 374C or Finance 374S, and one other upper-division Finance course;
   c. Supply Chain Management Business Block: Operations Management 368, 338, and one other upper-division Operations Management course;

4. Either Management 374 (may fulfill the writing and independent inquiry flags) or Management Information Systems 375 (may fulfill the writing and independent inquiry flags);

5. Nonbusiness courses:
   a. CH 301 (may fulfill the quantitative reasoning flag); CH 301 also fulfills part II of the core curriculum science and technology requirement;
   b. Physics 303K, 303L (both may fulfill the quantitative reasoning flag), 103M, and 103N; the physics sequence also fulfills part I of the core curriculum science and technology requirement;
   c. Mathematics 427J (may fulfill the quantitative reasoning flag).

6. Engineering courses:
Science and Technology Management Suggested Arrangement of Courses

First Year

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Second Year

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Third Year

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Fourth Year

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Total credit hours: 103

Note: Schedule to be adjusted depending on student’s plans, incoming credits, and course availability

Note: Students should check their Interactive Degree Audit and with their academic advisor about number and type of electives required

Supply Chain Management

The supply chain management major is designed to prepare students to become leaders in supply chain management, a total systems approach taken by companies, suppliers, and partners to deliver manufactured products and services to the end customer. Information technology is used to integrate all elements of the supply chain from sourcing parts to coordination of retailers; this integration gives the enterprise a competitive advantage that is not available in traditional logistics systems. Entry-level positions in supply chain management include buyer, materials manager, risk management analyst, logistics planner, and staff consultant. Students work closely with the faculty advisor in the Department of Information, Risk, and Operations Management.

The requirements of this program are:

1. The Core Curriculum (p. 23) requirements and the BBA Degree Requirements (p. 46)
2. Operations Management 337 (Topic 3: Procurement and Supplier Management) (may fulfill the writing and independent inquiry flags), 338 (may fulfill the quantitative reasoning flag), 367, and 368
4. Additional elective coursework, if necessary, to provide a total of at least 120 semester hours

Supply Chain Management Suggested Arrangement of Courses

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Second Year

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Third Year

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Fourth Year

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<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>O M 337 (Topic 3)</td>
<td>3 O M 367</td>
<td>3 Operations management elective</td>
<td>3</td>
</tr>
<tr>
<td>Free elective</td>
<td>3 Free elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Free elective</td>
<td>3 Free elective</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Total credit hours: 111

Note: Schedule to be adjusted depending on student’s plans, incoming credits, and course availability

Note: Students should check their Interactive Degree Audit and with their academic advisor about number and type of electives required.
Minor and Certificate Programs

Minor

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin; students pursuing an integrated undergraduate/graduate program must complete the requirements for the minor within one year after completing the undergraduate requirements of their program. For more information regarding the requirements for achieving a minor, including a comprehensive list of all minors offered on The University of Texas at Austin campus, please visit the Minor and Certificate Programs (p. 13) section of the Undergraduate Catalog.

Students admitted to transcript-recognized minors must contact their academic advisers to have approved minors added to their degree audit profiles. This allows progress toward the credential to be tracked and ensures that minors are added to official transcripts upon graduation, if all requirements are met.

The McCombs School of Business offers minors for different undergraduate student populations:

1. Minors for Business Majors – discipline-specific minors available only to degree-seeking McCombs School of Business students, in six individual business fields of study, and two innovative, demand-driven areas
2. The comprehensive Business Minor – restricted to degree-seeking non-business students, a multidisciplinary exposure to the primary fields of study in business
3. Accounting Minor for Business Economics Option Program, and Finance Minor for Business Economics Option Program – available only to degree-seeking Economics majors who have been admitted to the BEOP
4. Specialized Business Minors - available to all undergraduate students

Minors for Business Majors

While a minor is not required as part of the BBA degree program, a degree-seeking BBA student may choose to complete a minor in conjunction with the degree, in either a second business field or a field outside the school which offers a minor and for which the student is eligible. A BBA student may complete only one minor, which must be in a different field of study from his or her major.

The business school offers several minors that are available only to students enrolled in the McCombs School of Business. Six of these are offered in academic disciplines in which undergraduate majors are also available: Accounting, Finance, Management, Management Information Systems, Marketing, and Supply Chain Management. In addition, all degree-seeking students in the McCombs School of Business may pursue a minor in Business Analytics, while students majoring in Accounting or Finance may acquire a minor in Wealth Management.

To fulfill a minor for business majors, students must complete 15 to 18 semester hours of coursework as described below in the requirements of the selected minor. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major. This means that only Business Administration 324/324H or Communication 324M/324H and the business-specific major course(s) required for the minor (i.e. Accounting 312/312H, Finance 357/357H, Management 336/336H, MIS 301/301H, Marketing 337/337H, Operations Management 235/235H; Management 101H/101S/101T; Statistics 235/235H, Decision Science 235/235H, MIS 304; Accounting 364, 378 (Topic 3: Financial Planning for Wealth Management), Finance 367) can satisfy both BBA degree requirements and business minor requirements simultaneously; the remaining nine hours for each business minor cannot be coursework used to satisfy other BBA degree requirements, except free or non-business electives. At least half of the coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis, and completed in conjunction with the students’ major requirements at the time of graduation.

Students admitted to a business minor must contact their BBA academic advisor to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met at the time of graduation.

Accounting Minor for Business Majors

The Accounting Minor for Business Majors requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communication: Oral and Written</td>
<td>3</td>
</tr>
<tr>
<td>or Business Communication: Oral and Written: Honors</td>
<td></td>
</tr>
<tr>
<td>or Introduction to Business Communication: Honors</td>
<td></td>
</tr>
<tr>
<td>or Introduction to Business Communication</td>
<td></td>
</tr>
<tr>
<td>Fundamentals of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>or Fundamentals of Managerial Accounting: Honors</td>
<td></td>
</tr>
<tr>
<td>Financial Accounting–Intermediate</td>
<td>3</td>
</tr>
</tbody>
</table>

Six additional semester hours of upper-division coursework in accounting

Please Note:

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

Finance majors who wish to pursue an Accounting Minor may only do so by selecting the Finance Track with Required Accounting Minor.

Finance Minor for Business Majors

The Finance Minor for Business Majors requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communication: Oral and Written</td>
<td>3</td>
</tr>
<tr>
<td>or Business Communication: Oral and Written: Honors</td>
<td></td>
</tr>
<tr>
<td>or Introduction to Business Communication</td>
<td></td>
</tr>
<tr>
<td>or Introduction to Business Communication: Honors</td>
<td></td>
</tr>
<tr>
<td>Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>or Business Finance: Honors</td>
<td></td>
</tr>
<tr>
<td>Investment Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Six additional semester hours chosen from the following courses:
One of:
- FIN 371M Money and Capital Markets
- FIN 375F Banking and Financial Intermediation

One or two of:
- FIN 372 Advanced Topics in Finance (any topic)
- FIN 374C Valuation
- FIN 374S Entrepreneurial Finance
- FIN 376 International Finance
- FIN 377 Advanced Investment Analysis (Topic 1 Portfolio Analysis and Management)
- FIN 377 Advanced Investment Analysis (Topic 4 Financial Analysis)

One of:
- FIN 377 Advanced Investment Analysis (Topic 2 Financial Risk Management)
- FIN 377 Advanced Investment Analysis (Topic 5 Energy Financial Risk Management)

One topic of:
- FIN 340S Topics in Finance (any topic; only three hours of FIN 340S may be used)

One of:
- R E 358 Introduction to Real Estate and Urban Land Development
- R E 378K Real Estate Finance and Syndication

Please Note:
All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.
Independent Research and Practicum courses may not be applied to the Finance minor.
For students pursuing the integrated approach BBA/MPA degree, nine hours for the Finance minor must be taken in addition to the Finance 367 course and the business elective required for the integrated BBA/MPA degree, in order to obtain a Finance Minor.

Management Minor for Business Majors
The Management Minor for Business Majors requirements are:

Requirements | Hours
---|---
B A 324 Business Communication: Oral and Written | 3
or B A 324H Business Communication: Oral and Written: Honors
or COM 324M Introduction to Business Communication
or COM 324H Introduction to Business Communication: Honors

MAN 336 Organizational Behavior | 3
or MAN 336H Organizational Behavior: Honors

Nine additional semester hours of upper-division coursework in management

Please Note:
All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

Management Information Systems Minor for Business Majors
The Management Information Systems Minor for Business Majors requirements are:

Requirements | Hours
---|---
B A 324 Business Communication: Oral and Written | 3
or B A 324H Business Communication: Oral and Written: Honors
or COM 324M Introduction to Business Communication
or COM 324H Introduction to Business Communication: Honors

One of the following:
Nine additional semester hours of upper-division coursework in management information systems
or
And six additional semester hours of upper-division coursework in management information systems

Please Note:
All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

Marketing Minor for Business Majors
The Marketing Minor for Business Majors requirements are:

Requirements | Hours
---|---
B A 324 Business Communication: Oral and Written | 3
or B A 324H Business Communication: Oral and Written: Honors
or COM 324M Introduction to Business Communication
or COM 324H Introduction to Business Communication: Honors

MKT 337 Principles of Marketing | 3
or MKT 337H Principles of Marketing: Honors

Nine additional semester hours of upper-division coursework in marketing

Please Note:
All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

Supply Chain Management Minor for Business Majors
The Supply Chain Management Minor for Business Majors requirements are:

Requirements | Hours
---|---
B A 324 Business Communication: Oral and Written | 3
or B A 324H Business Communication: Oral and Written: Honors
or COM 324M Introduction to Business Communication

MAN 336 Organizational Behavior | 3
or MAN 336H Organizational Behavior: Honors

Nine additional semester hours of upper-division coursework in management

Please Note:
Business Analytics Minor

The Business Analytics Minor will provide BBA students with skills in collecting, cleaning, and analyzing data as well as modeling and optimizing data-driven decisions in practical business contexts. Students will acquire fundamental skills in programming, statistics, machine learning, and decision science and be able to apply these to predict, model, and optimize. As business analytics has become increasingly important in all fields, this minor will be a valuable complement to any McCombs major.

Admission to the minor is based on students’ overall academic record, including but not limited to hours and rigor of courses taken in residence, demonstrated interest, and The University of Texas at Austin grade point average, particularly in statistics and decision science courses. To apply for the minor students must:

- have a cumulative University grade point average of at least 3.00;
- have a GPA of at least 3.333 in STA 301, Statistics 235, and Decision Science 235.

Students may apply to the minor in the spring of either their Sophomore or Junior year. No more than 40 students will be admitted per year and there will be no more than 120 in the minor at any time. Admissions decisions will be based upon GPA in statistics and decision science courses and cumulative University GPA.

To fulfill the Business Analytics Minor, students must complete 16 semester hours of coursework as described below. Students admitted to the Business Analytics Minor must contact their BBA academic advisor to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis and completed in conjunction with the students’ major requirements at the time of graduation. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student's major.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

The Business Analytics Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>STA 235</td>
<td>2</td>
</tr>
<tr>
<td>BAX 362</td>
<td>3</td>
</tr>
<tr>
<td>D S 235</td>
<td>2</td>
</tr>
<tr>
<td>FIN 372</td>
<td>3</td>
</tr>
<tr>
<td>BAX 372</td>
<td>3</td>
</tr>
<tr>
<td>MAN 337</td>
<td>3</td>
</tr>
<tr>
<td>BAX 325</td>
<td>3</td>
</tr>
<tr>
<td>MIS 373</td>
<td>3</td>
</tr>
<tr>
<td>MKT 372</td>
<td>3</td>
</tr>
<tr>
<td>MIS 373</td>
<td>3</td>
</tr>
<tr>
<td>BAX 360</td>
<td>3</td>
</tr>
<tr>
<td>BAX 372</td>
<td>3</td>
</tr>
<tr>
<td>MIS 373</td>
<td>3</td>
</tr>
<tr>
<td>BAX 360</td>
<td>3</td>
</tr>
<tr>
<td>BAX 372</td>
<td>3</td>
</tr>
</tbody>
</table>

1. Nine additional semester hours selected from the following:

- or STA 235H: Data Science for Business Applications: Honors
- or D S 235H: Introduction to Decision Science: Honors
- or ACC 362: Auditing and Control
- or MAN 101S: Leadership Challenges and Innovation
- or MAN 101H: Leadership Challenges and Innovation: Honors
- or MAN 101T: Leadership Challenges and Innovation

or

- or STA 235H: Data Science for Business Applications: Honors
- or D S 235H: Introduction to Decision Science: Honors
- or ACC 362: Auditing and Control
- or BAX 372: Topics in Business Analytics: (Topic 6: Optimization Methods in Finance)
- or MAN 337: Special Topics in Management: (Topic 7: People Analytics)
- or BAX 325: Database Management
- or MIS 325: Database Management
- or BAX 372: Topics in Business Analytics: (Topic 1: Advanced Analytics Programming)
- or MIS 373: Topics in Management Information Systems: (Topic 11: Advanced Analytics Programming)
- or BAX 372: Topics in Business Analytics: (Topic 2: Predictive Analytics and Data Mining)
- or MIS 373: Topics in Management Information Systems: (Topic 17: Predictive Analytics and Data Mining)
- or MKT 372: Marketing Seminar: (Topic 22: Predictive Analytics and Data Mining)
- or BAX 372: Topics in Business Analytics: (Topic 23: Social Media Analytics)
- or MIS 373: Topics in Management Information Systems: (Topic 23: Social Media Analytics)
- or BAX 372: Topics in Business Analytics: (Topic 4: User Generated Content Analytics)
- or MIS 373: Topics in Management Information Systems: (Topic 25: User Generated Content Analytics)
- or BAX 360: Information and Analysis
- or BAX 372: Topics in Business Analytics: (Topic 8: Pricing and Channels)
MKT 372 | Marketing Seminar (Topic 14: Pricing and Channels) | 3
BAX 372 | Topics in Business Analytics (Topic 9: Data Analytics for Marketing) | 3
or
MKT 372 | Marketing Seminar (Topic 23: Data Analytics for Marketing) | 3
BAX 372 | Topics in Business Analytics (Topic 10: Data Driven Marketing) | 3
or
MKT 372 | Marketing Seminar (Topic 25: Data Driven Marketing) | 3
BAX 372 | Topics in Business Analytics (Topic 16: Supply Chain Analytics) | 3
or
O M 337 | Special Topics in Operations Management (Topic 6: Supply Chain Analytics) | 3
BAX 372 | Topics in Business Analytics (Topic 17: Health Care Analytics) | 3
or
O M 337 | Special Topics in Operations Management (Topic 8: Health Care Analytics) | 3
BAX 338 | Supply Chain Modeling and Optimization | 3
or O M 338
BAX 372 | Topics in Business Analytics (Topic 20: Financial and Econometric Time Series Modeling) | 3
or
STA 372 | Topics in Statistics (Topic 5: Financial and Econometric Time Series Modeling) | 3

Please Note: Other courses may be considered for substitution, as approved by the Business Analytics Minor Committee.

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 3.00 in these courses.

1. The nine elective hours must be different from courses taken for the students’ major; these nine hours cannot simultaneously satisfy any degree requirements except free electives only. Students should carefully choose electives from a field of study different than their major, and should consult their academic advisor.

**Wealth Management Minor**

The Wealth Management Minor will equip students with the perspectives, conceptual knowledge, and analytical skills necessary to participate successfully in myriad aspects of the wealth management industry, including offering financial planning services to individual and institutional investors. The minor is open to undergraduate students in the Business School who are majoring in either Finance or Accounting, and is also designed to help students prepare for participation in the Certified Financial Planner (CFP) certification program.

Admission to the minor is restricted to students who have declared an Accounting or Finance Major, and is based on students’ overall academic record, including but not limited to hours and rigor of courses taken in residence, demonstrated interest, and University grade point average.

To fulfill the Wealth Management Minor, students must complete 18 semester hours of coursework as described below. Students admitted to the Wealth Management Minor must contact their BBA academic advisor to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the required minor coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis and completed in conjunction with the students’ major requirements at the time of graduation. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

The Wealth Management Minor requirements are:

**Requirements**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 364</td>
<td>Fundamentals of Taxation</td>
</tr>
<tr>
<td>ACC 378</td>
<td>Contemporary Accounting Topics (Topic 3: Financial Planning for Wealth Management)</td>
</tr>
<tr>
<td>FIN 367</td>
<td>Investment Management</td>
</tr>
</tbody>
</table>

**Elective Courses**

<table>
<thead>
<tr>
<th>Nine semester hours selected from the following:</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS 332K</td>
<td>Theories of Persuasion</td>
</tr>
<tr>
<td>FIN 371M</td>
<td>Money and Capital Markets</td>
</tr>
<tr>
<td>FIN 377</td>
<td>Advanced Investment Analysis (Topic 1: Portfolio Analysis and Management)</td>
</tr>
<tr>
<td>LEB 370</td>
<td>Topics in the Legal Environment of Business (Topic 15: Law of Wills, Trusts, and Estates)</td>
</tr>
<tr>
<td>MKT 372</td>
<td>Marketing Seminar (Topic 11: Brand Management)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MKT 372</td>
<td>Marketing Seminar (Topic 17: Consumer Behavior in a Digital World)</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MKT 372</td>
<td>Marketing Seminar (Topic 21: Strategic Product Management)</td>
</tr>
<tr>
<td>R M 377</td>
<td>Property-Liability Risk Management and Planning</td>
</tr>
</tbody>
</table>

Please Note: Other courses may be considered for substitution, as approved by the Wealth Management Minor Committee.

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.
1. The nine elective hours must be different from courses taken for the students’ major; these nine hours cannot simultaneously satisfy any degree requirements except free electives only. Students should carefully choose electives from a field of study different than their major, and should consult their academic advisor.

Minors for Non-Business Majors

The Business Minor

The Business Minor is designed to provide a foundation in business concepts and practice for students in non-business majors. Any non-business student with a University grade point average of at least 2.00 may take any of the business foundations course listed below, whether pursuing the Business Minor or not. Students who intend to complete the Business Minor must apply online for admission and be admitted.

To fulfill the Business Minor, students must complete 18 semester hours of coursework as described below. Students admitted to the Business Minor must contact their home college to have the approved minor added to their degree audit profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework must be completed in residence at the University. All coursework must be taken on the letter-grade basis and completed in conjunction with the student’s major requirements. It is recommended, but not required, that students also complete a course in economics. While not assumed in the business foundations courses, knowledge of economics can be helpful for understanding business concepts.

Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accounting Requirement</strong></td>
<td>3 or 6</td>
</tr>
<tr>
<td>ACC 310F Foundations of Accounting</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>ACC 311 &amp; ACC 312 Fundamentals of Financial Accounting and Fundamentals of Managerial Accounting</td>
<td></td>
</tr>
<tr>
<td><strong>Management Information Systems Requirement</strong></td>
<td>3</td>
</tr>
<tr>
<td>MIS 302F Foundations of Information Technology Management (or equivalent)</td>
<td></td>
</tr>
<tr>
<td><strong>Finance Requirement</strong></td>
<td>3</td>
</tr>
<tr>
<td>FIN 320F Foundations of Finance</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>FIN 357 Business Finance</td>
<td>1</td>
</tr>
<tr>
<td><strong>Management Requirement</strong></td>
<td>3</td>
</tr>
<tr>
<td>MAN 320F Foundations of Management and Organizational Behavior</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MAN 336 Organizational Behavior</td>
<td>1</td>
</tr>
<tr>
<td><strong>Legal Environment of Business Requirement</strong></td>
<td>3</td>
</tr>
<tr>
<td>LEB 320F Foundations of Business Law and Ethics</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>LEB 323 Business Law and Ethics</td>
<td>1</td>
</tr>
<tr>
<td><strong>Marketing Requirement</strong></td>
<td>3</td>
</tr>
<tr>
<td>MKT 320F Foundations of Marketing</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>MKT 337 Principles of Marketing</td>
<td>1</td>
</tr>
</tbody>
</table>

Please Note:

No more than nine of the required 18 hours may be taken on an approved study abroad program. A list of approved programs is available in the University Study Abroad Office. LEB 320F or LEB 323 cannot be taken abroad.

The student must satisfy the courses used to fulfill minor requirements on the letter-grade basis, except for credit by exam. The student must earn a combined grade point average of at least 2.00 in these courses.

1. Available to non-business students only in the summer; restricted to business majors during fall and spring.
2. For a full list of pre-approved equivalents, please see the Business Minor website.
3. One course only of IB 320F Foundations of International Business, B A 320F Foundations of Entrepreneurship, or ECO 304K Introduction to Microeconomics, may substitute for one of LEB 320F, MAN 320F, or MKT 320F.

Accounting Minor for Business Economics Option Program

The Accounting Minor for the Business Economics Option Program (BEOP ACC) allows economics majors to take a set of accounting courses and a finance course at the McCombs School of Business for completion of a Minor in Accounting. BEOP ACC students take upper-division accounting and finance courses to explore how accounting systems utilize economic concepts and how accounting systems solve economic problems; to strengthen the quantitative and analytical skills they acquire as economics majors; and to acquire knowledge and skills in business and accounting.

To participate in the BEOP ACC Minor, students must apply and be admitted to the Accounting Track of the BEOP through the Department of Economics. To be eligible for the Accounting Track of the BEOP, a student must:

- be a declared economics major;
- have a cumulative University GPA of at least 3.00;
- have an economics GPA of at least 3.00 (based on economics coursework taken at The University of Texas at Austin); and
- have earned a grade of at least C- in Economics 420K.

Students must contact the Department of Economics to apply, and for all questions about the Business Economics Option Program.

To obtain the BEOP ACC Minor, a student must complete 15 semester hours of coursework as described below. At least half of the coursework must be completed in residence at the University. All coursework must be taken on the letter-grade basis. The student must fulfill the requirements for an economics major and apply to graduate with an economics major, in addition to fulfilling the BEOP ACC Minor requirements, in order to receive the BEOP ACC transcript-recognized minor.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 311 Fundamentals of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 312 Fundamentals of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 357 Business Finance</td>
<td>3</td>
</tr>
</tbody>
</table>
Six additional semester hours of upper-division coursework in accounting

Please Note:

All courses must be taken on the letter-grade basis.

**Finance Minor for Business Economics Option Program**

The Finance Minor for the Business Economics Option Program (BEOP FIN) allows economics majors to take a set of accounting courses and finance courses at the McCombs School of Business for completion of a Minor in Finance. BEOP FIN students take lower-division accounting and upper-division finance courses to explore the application of economic concepts and models to finance and financial markets; to strengthen the quantitative and analytical skills they acquire as economics majors; and to acquire knowledge and skills in business and finance.

To participate in the BEOP FIN Minor, students must apply and be admitted to the Finance Track of the BEOP through the Department of Economics. To be eligible for the Finance Track of the BEOP, a student must:

- be a declared economics major;
- have a cumulative University GPA of at least 3.00;
- have an economics GPA of at least 3.00 (based on economics coursework taken at The University of Texas at Austin); and
- have earned a grade of at least C in Economics 329.

Students must contact the Department of Economics to apply, and for all questions about the Business Economics Option Program.

To obtain the BEOP FIN Minor, a student must complete 15 semester hours of coursework as described below. At least half of the coursework must be completed in residence at the University. All coursework must be taken on the letter-grade basis. The student must fulfill the requirements for an economics major and apply to graduate with a minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

### Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 311 Fundamentals of Financial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>ACC 312 Fundamentals of Managerial Accounting</td>
<td>3</td>
</tr>
<tr>
<td>FIN 357 Business Finance</td>
<td>3</td>
</tr>
<tr>
<td>FIN 367 Investment Management</td>
<td>3</td>
</tr>
<tr>
<td>Three additional semester hours of upper-division coursework in finance</td>
<td>3</td>
</tr>
</tbody>
</table>

Please Note:

All courses must be taken on the letter-grade basis.

**Specialized Minors for All Majors**

**Business and Public Policy Minor**

The Business and Public Policy (BPP) Minor provides University of Texas undergraduate students with the opportunity to have transcript-recognized study in the study of business and public policy. Because firms’ actions are increasingly influenced by the interests and demands of numerous stakeholders, including owners, employees, suppliers, customers, NGOs, communities, and especially government regulators, it is increasingly important that businesses hire employees who can strategically respond to and influence these constituencies. Students who complete the BPP Minor requirements will be well-equipped to understand the political process and its influence on firms and to work for those firms or for consulting firms that are increasingly important in this area. This minor is also well-suited for undergraduates interested in careers in law, governmental and public service, and/or in nonprofit organizations.

Students who have completed 24 hours in residence with upper-division standing may formally apply to the minor. Admission to the program is based on a student’s overall academic record. To gain admission the following semester, students must apply by March 10 for fall and by October 10 for spring.

To fulfill the Business and Public Policy Minor, students must complete 15 semester hours of coursework as described below. Students admitted to the BPP Minor must contact their home college to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis and completed in conjunction with the student’s major requirements at the time of graduation. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major.

Due to course availability, two long semesters are typically required to complete the BPP Minor classes. Some required BGS courses are offered only once a year during either the fall or spring semester.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

### Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOV 312L Issues and Policies in American Government</td>
<td>3</td>
</tr>
</tbody>
</table>
| May include the Washington Campus section of this course.

Any of the acceptable combinations approved to satisfy the Texas Legislative requirement for government may be used.

One example combination is:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOV 310L</td>
<td>3</td>
</tr>
<tr>
<td>&amp; GOV 306C</td>
<td></td>
</tr>
<tr>
<td>American Government</td>
<td></td>
</tr>
<tr>
<td>&amp; Politics and Government in</td>
<td></td>
</tr>
<tr>
<td>Contemporary Texas</td>
<td></td>
</tr>
</tbody>
</table>

Three or four of the following courses:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGS 371 Corporate Political Strategy</td>
<td>3</td>
</tr>
<tr>
<td>BGS 372 Strategic Corporate Social Responsibility</td>
<td></td>
</tr>
<tr>
<td>BGS 373 Strategic Corporate Communication</td>
<td></td>
</tr>
<tr>
<td>BGS 374 Global Political Economy</td>
<td></td>
</tr>
<tr>
<td>BGS 375 Business and Policy in the Age of Inequality</td>
<td></td>
</tr>
</tbody>
</table>

Zero or one of the following courses:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV/P R 353 Advertising and Public Relations Law and Ethics</td>
<td>0-3</td>
</tr>
<tr>
<td>AMS 310 Introduction to American Studies</td>
<td></td>
</tr>
<tr>
<td>BGS 325 Social and Ethical Responsibility of Business</td>
<td></td>
</tr>
</tbody>
</table>
### Energy Management Minor requirements

The Energy Management Minor is designed to develop decision makers, leaders, and policy builders who have the technical expertise and business acumen to participate in the interdisciplinary teams that will be required to address our energy future.

Admission to the minor is based on students' overall academic record. All students must have completed at least one semester at The University of Texas at Austin before applying to the minor program, and have a University grade point average of at least 2.0. Freshmen who wish to participate in the program their first semester must wait until the spring to apply. Applications are accepted on a rolling basis for admission to the program. Students must have completed GEO 303, GEO 401, or 420H before the program start in the summer.

To fulfill the Energy Management Minor, students must complete 18 semester hours of coursework as described below. Students admitted to the Energy Management Minor must contact their home college to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the required minor coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis and completed in conjunction with the student's major requirements at the time of graduation. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student's major.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

The Energy Management Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 316P or GEO 416M</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Sedimentary Rocks (for nongeology students)</td>
<td></td>
</tr>
<tr>
<td>LEB 370</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Business, Government, and Society (Topic 10: Nontechnical Exploration and Production)</td>
<td></td>
</tr>
<tr>
<td>BGS 370</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Business, Government, and Society (Topic 1: Energy Technology and Policy)</td>
<td></td>
</tr>
<tr>
<td>P L 370</td>
<td>3</td>
</tr>
<tr>
<td>Topics in the Legal Environment of Business (Topic 13: Contracts and Real Property)</td>
<td></td>
</tr>
<tr>
<td>P L 370</td>
<td>3</td>
</tr>
<tr>
<td>Topics in the Legal Environment of Business (Topic 14: Oil and Gas Law)</td>
<td></td>
</tr>
</tbody>
</table>

Please note:

Other courses may be considered for substitution, as approved by the Energy Management Minor Committee.

All classes must be taken on the letter-grade basis. The student must earn a grade of at least C in these courses.
Entrepreneurship Minor

The Entrepreneurship Minor aims to provide students with the perspectives, knowledge, and skills necessary to engage in entrepreneurship, broadly defined to include the launch and development of new businesses as well as the growth and renewal of existing enterprises. The broader objectives of the program include equipping students with talents that will propel their success in a knowledge-based, innovation-driven economy, stimulating entrepreneurship and innovation across a broad range of industries and settings, and transforming students’ lives by developing in them a passion for entrepreneurship.

The Entrepreneurship Minor is designed for undergraduate students interested in starting their own business ventures, creating and managing new ventures or products within existing businesses, or generating and implementing new ideas in any role that they hold during their careers. This minor is also well suited for undergraduate students interested in careers in consulting, new product development, technology commercialization, product management, event management, strategy, and business development.

Admission to the minor is based on students’ overall academic record, including but not limited to hours and rigor of courses taken in residence, demonstrated interest, and University grade point average.

To fulfill the Entrepreneurship Minor, students must complete 15 semester hours of coursework as described below. Students admitted to the Entrepreneurship Minor must contact their home college to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework must be completed in residence at the University. All coursework must be taken on the letter-grade basis, and completed in conjunction with the students’ major requirements. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

The Entrepreneurship Minor requirements are:

**Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>ACC 310F</td>
<td>Foundations of Accounting</td>
</tr>
<tr>
<td>or ACC 311</td>
<td>Fundamentals of Financial Accounting</td>
</tr>
<tr>
<td>or ACC 311H</td>
<td>Fundamentals of Financial Accounting: Honors</td>
</tr>
<tr>
<td>Any three hours of lower- or upper-division economics (ECO)</td>
<td></td>
</tr>
<tr>
<td>MAN 327</td>
<td>Innovation and Entrepreneurship</td>
</tr>
<tr>
<td>or MAN 327H</td>
<td>Innovation and Entrepreneurship: Honors</td>
</tr>
<tr>
<td>MAN 327E</td>
<td>New Venture Mechanics</td>
</tr>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>ADV/P R 332</td>
<td>Technology Marketing and Advertising</td>
</tr>
<tr>
<td>ADV/P R 332C</td>
<td>New Media Entrepreneurialism</td>
</tr>
<tr>
<td>CMS 353C</td>
<td>Communication for Innovation</td>
</tr>
<tr>
<td>FIN 374S</td>
<td>Entrepreneurial Finance</td>
</tr>
<tr>
<td>HIS 350R</td>
<td>Undergraduate Seminar in United States History (Topic 12: History of Black Entrepreneurship in the United States)</td>
</tr>
<tr>
<td>or AFR 351E</td>
<td>History of Black Entrepreneurship in the United States</td>
</tr>
<tr>
<td>J 331M</td>
<td>Media Innovation and Entrepreneurship</td>
</tr>
<tr>
<td>I B 372</td>
<td>Seminar in International Business (Topic 10: Exporting for Entrepreneurs)</td>
</tr>
<tr>
<td>I B 372</td>
<td>Seminar in International Business (Topic 11: Global Entrepreneurship)</td>
</tr>
<tr>
<td>MAN 337</td>
<td>Special Topics in Management (Topic 5: Technology Transfer and Entrepreneurship)</td>
</tr>
<tr>
<td>MAN 337</td>
<td>Special Topics in Management (Topic 10: Women in Entrepreneurship)</td>
</tr>
<tr>
<td>MKT 372</td>
<td>Marketing Seminar (Topic 5: Design Thinking for Business Innovation)</td>
</tr>
<tr>
<td>MKT 372</td>
<td>Marketing Seminar (Topic 6: Marketing for Entrepreneurs)</td>
</tr>
<tr>
<td>O M 337</td>
<td>Special Topics in Operations Management (Topic 7: New Product Development)</td>
</tr>
<tr>
<td>RHE 328</td>
<td>Topics in Professional and Technical Writing for Liberal Arts Majors (Topic 4: Writing for Entrepreneurs)</td>
</tr>
<tr>
<td>RTF 365</td>
<td>Topics in Media and Society (Topic 9: Media Industries and Entrepreneurship)</td>
</tr>
<tr>
<td>or SOC 352E</td>
<td>Media Industries and Entrepreneurship</td>
</tr>
<tr>
<td>SOC 322C</td>
<td>Sociology of Creativity</td>
</tr>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>ADV 332D</td>
<td>Entrepreneurialism in Communication</td>
</tr>
<tr>
<td>or P R 332D</td>
<td>Entrepreneurialism in Communication</td>
</tr>
<tr>
<td>BGS 370S</td>
<td>Social and Cultural Entrepreneurship</td>
</tr>
<tr>
<td>BME 362E</td>
<td>Medical Device Innovation</td>
</tr>
<tr>
<td>MAN 337</td>
<td>Special Topics in Management (Topic 2: Interdisciplinary Entrepreneurs)</td>
</tr>
<tr>
<td>or C S 374L</td>
<td>Longhorn Startup</td>
</tr>
<tr>
<td>or E S 377E</td>
<td>Interdisciplinary Entrepreneurship: Elective</td>
</tr>
<tr>
<td>E E 364E</td>
<td>Interdisciplinary Entrepreneurship</td>
</tr>
<tr>
<td>J 363D</td>
<td>Digital Innovations Capstone</td>
</tr>
<tr>
<td>MAN 347P</td>
<td>Entrepreneurship Practicum</td>
</tr>
<tr>
<td>MAN 366P</td>
<td>Management Practicum: Social Entrepreneurship I</td>
</tr>
<tr>
<td>MAN 367P</td>
<td>Social Entrepreneurship II</td>
</tr>
<tr>
<td>MAN 369P</td>
<td>Social Innovation Practicum</td>
</tr>
<tr>
<td>M E 365E</td>
<td>Engineering Entrepreneurship</td>
</tr>
</tbody>
</table>

Please Note:

Other courses may be considered for substitution, as approved by the Entrepreneurship Minor Committee.
Global Management Minor

The Global Management Minor is an officially recognized minor in the study of international management. In today's workplace, managers lead global teams, interface with international suppliers and customers, and collaborate with international partners. It is vital for firms and organizations to have access to employees who understand global political and economic dynamics, who are able to recognize and adapt to the cultural orientations of multiple constituencies, and who can operate effectively in countries around the world.

Admission to the Global Management Minor, which resides in the Business, Government & Society Department, is open to undergraduates across the University of Texas at Austin campus, and is based on students' overall academic record. To gain admission the following semester, students must apply by March 1 for fall and by October 1 for spring.

To fulfill the Global Management Minor, students must complete 15 semester hours of coursework which must include three hours of international experience, as described below. Students admitted to the Global Management Minor must contact their home college to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on a letter-grade basis and completed in conjunction with the student's major requirements at the time of graduation. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student's major.

Registration for any of these courses will require that existing prerequisite course requirements be satisfied with the following exceptions: Prerequisites for Management 336 are waived for non-business majors and prerequisites for International Relations and Global Studies 320F are waived for non-IRG majors.

The Global Management Minor requirements are:

**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRG 320F</td>
<td>3</td>
</tr>
<tr>
<td>MAN 336</td>
<td>3</td>
</tr>
<tr>
<td>or MAN 320F</td>
<td></td>
</tr>
<tr>
<td>MAN 137C</td>
<td>1</td>
</tr>
<tr>
<td>MAN 237D</td>
<td>2</td>
</tr>
</tbody>
</table>

**Elective Courses**

Three hours of upper division coursework selected from any of the following:

- I B 350
- International Trade
- or I B 320F
- Foundations of International Business
- or I B 350S
- International Commerce Analysis

International Experience 3

Study abroad or international internship: three hours of “international experience” credit must be earned on an approved study abroad program and/or pre-approved international internship of at least five weeks in length.

Please note:

Other courses may be considered for substitution, as approved by the Global Management Minor Committee.

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

Students who have declared an International Business major are ineligible to pursue the Global Management Minor.

Students can pursue either the Global Management Minor or the International Business Minor, but not both.

Up to three hours of the courses above completed abroad can satisfy minor requirements for both coursework and the international experience. Study abroad and internship programs must be pre-approved by the Global Management Minor Committee.

Health Care Reform and Innovation Minor

Healthcare in the U.S. accounts for nearly 20% of the nation's gross domestic product (more than manufacturing). It is also one of the fastest growing sources of employment; over 12 million Americans work in the industry. The Health Care Reform and Innovation Minor provides students interested in a clinical, academic, or business career in this industry an overview and opportunity to understand the complexities of the US healthcare system, the goals and barriers for reform, and the opportunities for innovation.

The Health Care Reform and Innovation Minor is designed for two groups of students: business majors and non-business majors. Business majors from the McCombs school will be students who plan to pursue an entry-level job in supply chain, marketing, management information systems, or other business function in healthcare industry companies in the areas of pharmaceutics, medical devices, and healthcare informatics. Non-business majors from other schools will be students in a healthcare-related major, including pre-med, pharmacy, nursing, public health and others, who want to understand the business aspects of the industry that they will enter upon graduation.

Admission to the program is based on students' overall academic record, including but not limited to hours and rigor of courses taken in residence, demonstrated interest, and University grade point average. To gain admission the following semester, students must apply by March 1 for fall and by October 1 for spring.

To fulfill the Health Care Reform and Innovation Minor, students must complete 18 semester hours of coursework as described below.

Students admitted to the Healthcare Minor must contact their home college to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework must be completed in residence at the University of Texas at Austin. All coursework must be taken on the letter-grade basis and completed in conjunction with the student's major requirements at the time of graduation. The University requires
at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

The Health Care Reform and Innovation Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>ACC 310F</td>
<td>Foundations of Accounting (for non-business students)</td>
</tr>
<tr>
<td>or ACC 311</td>
<td>Fundamentals of Financial Accounting</td>
</tr>
<tr>
<td>or ACC 311H</td>
<td>Fundamentals of Financial Accounting: Honors</td>
</tr>
<tr>
<td>ACC 334M</td>
<td>Healthcare Accounting</td>
</tr>
<tr>
<td>LEB 334M</td>
<td>Healthcare Law and Policy</td>
</tr>
<tr>
<td>MAN 334M</td>
<td>Healthcare System Management</td>
</tr>
<tr>
<td>O M 334M</td>
<td>Healthcare Operations Management</td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>CMS 337</td>
<td>Building Sales Relationships</td>
</tr>
<tr>
<td>HED 373</td>
<td>Evaluation and Research Design</td>
</tr>
<tr>
<td>MAN 366P</td>
<td>Management Practicum: Social Entrepreneurship I</td>
</tr>
<tr>
<td>MAN 367P</td>
<td>Social Entrepreneurship II</td>
</tr>
<tr>
<td>MIS 373</td>
<td>Topics in Management Information Systems (Topic 26: Health Care Analytics)</td>
</tr>
<tr>
<td>or O M 337</td>
<td>Special Topics in Operations Management (Topic 8: Health Care Analytics)</td>
</tr>
<tr>
<td>PBH 317</td>
<td>Introduction to Public Health</td>
</tr>
<tr>
<td>R M 369K</td>
<td>Managing Employee Risks and Benefits</td>
</tr>
<tr>
<td>SOC 308S</td>
<td>Introduction to Health and Society</td>
</tr>
</tbody>
</table>

Please Note:

Other courses may be considered for substitution, as approved by the Health Care Minor Committee.

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

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1. This class satisfies the O M 235 degree requirement for business students. Please note that students interested in pursuing the Business of Healthcare Minor must take OM 334M; OM 235 will not be accepted towards the minor.

2. Business Honors Program students must take O M 235H and O M 179 Independent Research completed under the supervision of the minor faculty director, which will satisfy the O M 334M requirement for this minor.

International Business Minor

The International Business Minor will provide the University of Texas at Austin undergraduate students with a broad knowledge of the workings of the global economy and the opportunity to learn specific functional skills in areas such as finance, accounting, and value chain management that are particularly useful to companies and organizations operating in the international environment.

Admission to the minor, which is open to undergraduates across campus, is based on students’ overall academic records and statements of interest. To gain admission the following semester, students must apply by March 1 for fall and by October 1 for spring.

To fulfill the International Business Minor, students must complete either 12 semester hours of coursework and three hours of international experience, or 15 hours of coursework, as explained below. Students admitted to the International Business Minor must contact their home college to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework must be completed in residence at the University. All coursework must be taken on a letter-grade basis and completed in conjunction with the student’s major requirements. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major.

Registration for any courses required for the International Business Minor will require that existing prerequisite course requirements are adequately met.

The International Business Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses</td>
<td></td>
</tr>
<tr>
<td>I B 350</td>
<td>International Trade</td>
</tr>
<tr>
<td>or I B 320F</td>
<td>Foundations of International Business</td>
</tr>
<tr>
<td>or I B 350S</td>
<td>International Commerce Analysis</td>
</tr>
<tr>
<td>or EUS 348</td>
<td>Topics in European Economics, Government, Business, and Policy</td>
</tr>
<tr>
<td>(Topic 2: International Trade)</td>
<td></td>
</tr>
<tr>
<td>Elective Courses</td>
<td></td>
</tr>
<tr>
<td>Any four or three of the following courses:</td>
<td>12 or 9</td>
</tr>
<tr>
<td>BGS 374</td>
<td>Global Political Economy</td>
</tr>
<tr>
<td>I B 362</td>
<td>Global Regulatory Strategy</td>
</tr>
<tr>
<td>I B 365</td>
<td>Finance and Global Business</td>
</tr>
<tr>
<td>I B 366</td>
<td>International Accounting and Transfer Pricing</td>
</tr>
<tr>
<td>or ACC 366C</td>
<td>International Accounting and Transfer Pricing</td>
</tr>
<tr>
<td>I B 368</td>
<td>Global Value Chains</td>
</tr>
<tr>
<td>I B 376</td>
<td>International Finance</td>
</tr>
<tr>
<td>or FIN 376</td>
<td>International Finance</td>
</tr>
<tr>
<td>I B 367</td>
<td>Strategic Supply Chain Management</td>
</tr>
<tr>
<td>or O M 367</td>
<td>Strategic Supply Chain Management</td>
</tr>
<tr>
<td>I B 372</td>
<td>Seminar in International Business</td>
</tr>
<tr>
<td>(Topic 11: Global Entrepreneurship)</td>
<td></td>
</tr>
<tr>
<td>MAN 337</td>
<td>Special Topics in Management</td>
</tr>
<tr>
<td>(Topic 3: Intercultural Management)</td>
<td></td>
</tr>
</tbody>
</table>

International Experience, Optional

Three hours International Experience, study abroad or internship, which can replace three hours of the Electives. **Please note:**

Other courses may be considered for substitution, as approved by the International Business Minor Committee.
All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

Students who have declared an international business major are ineligible to pursue the International Business Minor.

Students can pursue either the International Business Minor or the Global Management Minor, but not both.

1. Up to three hours of the elective courses can be satisfied by successful completion of at least three credit hours earned on a study abroad program, an international internship, or an internship which has global content. Study abroad and internship programs must be pre-approved by the International Business Minor Committee.

**Professional Sales and Business Development Minor**

The Professional Sales and Business Development Minor is open to students of all majors and is offered as a collaboration between McCombs School of Business and the Moody College of Communication. This minor provides theory, frameworks, and tools to help students a) develop skills in analysis, communication, presentation, and persuasion to allow them to effectively sell ideas, products, and services in any professional environment; b) develop resources and academic credentials to pursue sales-related careers; c) understand the role of professional selling in marketing, business, and related organizations.

Admission to the minor is based on a student’s overall academic record, including but not limited to hours and rigor of courses taken in residence, demonstrated interest, and The University of Texas grade point average. To apply for the minor students must have a cumulative University GPA of at least 3.00.

Students may apply to the minor in the spring of either their sophomore or junior years. No more than 40 students will be admitted per year and there will be no more than 120 in the minor at any time. Admission decisions will be based upon cumulative University GPA and participation across university majors, with priority to McCombs and Moody students.

To fulfill the Professional Sales and Business Development Minor, students must complete 16 semester hours of coursework as described below. Students admitted to the Professional Sales and Business Development Minor must contact their home college to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the required minor coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis (unless the course is only offered on a pass/fail basis) and completed in conjunction with the student’s major requirements at the time of graduation. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

The Professional Sales and Business Development Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundations Courses</strong></td>
<td>6</td>
</tr>
<tr>
<td>MKT 320F</td>
<td>Foundations of Marketing</td>
</tr>
<tr>
<td>or MKT 337</td>
<td>Principles of Marketing</td>
</tr>
<tr>
<td>CMS 306M or B A 324</td>
<td>Professional Communication Skills</td>
</tr>
<tr>
<td>or B A 324H</td>
<td>Business Communication: Oral and Written: Honors</td>
</tr>
<tr>
<td>or COM 324M or COM 324H</td>
<td>Introduction to Business Communication: Honors</td>
</tr>
<tr>
<td><strong>Foundational Sales Courses (must take one, but both may be taken)</strong></td>
<td>3-6</td>
</tr>
<tr>
<td>CMS 337</td>
<td>Building Sales Relationships</td>
</tr>
<tr>
<td>MKT 363</td>
<td>Professional Selling and Sales Management</td>
</tr>
<tr>
<td><strong>Advanced Sales Topics Courses (must take one, but may take two)</strong></td>
<td>3-6</td>
</tr>
<tr>
<td>CMS 332K</td>
<td>Theories of Persuasion</td>
</tr>
<tr>
<td>CMS 335</td>
<td>Strategic Sales and Event Planning</td>
</tr>
<tr>
<td>MKT 354</td>
<td>Topics in Professional Sales and Business Development (Topic 2: Sales Strategy and Steering)</td>
</tr>
<tr>
<td>MKT 354</td>
<td>Topics in Professional Sales and Business Development (Topic 3: Analytical Tools for Sales)</td>
</tr>
<tr>
<td><strong>Sales-Related Elective Courses (can be taken to meet 16 hour requirement as needed):</strong></td>
<td></td>
</tr>
<tr>
<td>ADV 369</td>
<td>Social Media</td>
</tr>
<tr>
<td>CMS 344K</td>
<td>Lying and Deception</td>
</tr>
<tr>
<td>CMS 370K</td>
<td>Internship in Communication Studies</td>
</tr>
<tr>
<td>MKT 372</td>
<td>Marketing Seminar (Topic 2: Consumer Behavior)</td>
</tr>
<tr>
<td>MKT 372</td>
<td>Marketing Seminar (Topic 16: Business to Business Marketing)</td>
</tr>
<tr>
<td>MKT 372</td>
<td>Marketing Seminar (Topic 17: Consumer Behavior in a Digital World)</td>
</tr>
<tr>
<td>CMS 137C</td>
<td>Selling in Healthcare Industries</td>
</tr>
<tr>
<td>MKT 178</td>
<td>Marketing Micro-topics (Topic 1: Data Storytelling/Visualization)</td>
</tr>
<tr>
<td>MKT 178</td>
<td>Marketing Micro-topics (Topic 2: Negotiating Sales Solutions)</td>
</tr>
<tr>
<td>MKT 178</td>
<td>Marketing Micro-topics (Topic 3: International Selling)</td>
</tr>
<tr>
<td>MKT 178</td>
<td>Marketing Micro-topics (Topic 4: Sales Technology and Artificial Intelligence)</td>
</tr>
<tr>
<td>MKT 178</td>
<td>Marketing Micro-topics (Topic 5: Selling in High Technology Industries)</td>
</tr>
<tr>
<td>MKT 178</td>
<td>Marketing Micro-topics (Topic 6: Predictive Modeling in Sales)</td>
</tr>
</tbody>
</table>

Please Note:

Other courses may be considered for substitution, as approved by the Professional Sales and Business Development Minor Committee.

All classes must be taken on the letter-grade basis unless they are only offered on a pass/fail basis. The student must earn a combined grade point average of at least 2.00 in these courses.
For students majoring in marketing, nine hours for the Professional Sales and Business Development minor must be taken in addition to and different from the marketing electives taken for the major. Marketing majors are encouraged to take the CMS and ADV course options for the Foundational Sales courses and Sales-Related elective courses.

**Real Estate Minor**

The Real Estate Minor offers degree-seeking undergraduate students from any major the opportunity to explore the commercial real estate industry, learn the basics of real estate financial analysis, and supplement their primary degree with an officially recognized minor in real estate.

After earning credit for Accounting 310F or 311, a student with upper-division standing may apply for admission to the minor. Admission is based on a student’s overall academic record, including, but not limited to, hours and number of courses taken in residence, demonstrated interest in real estate, and the overall University grade point average.

To fulfill the Real Estate Minor, students must complete 18 semester hours of coursework as described below. Students admitted to the Real Estate Minor must contact their home college to have the approved minor added to their degree profile, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis and completed in conjunction with the student’s major requirements at the time of graduation. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major.

The courses necessary to complete the Real Estate Minor may have additional prerequisites, and admission to the program and instructor approval are required as conditions of enrollment in some courses. Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

The Real Estate Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Courses</strong></td>
<td></td>
</tr>
<tr>
<td>ACC 310F or ACC 311 or ACC 311H</td>
<td>Foundations of Accounting or Fundamentals of Financial Accounting or Fundamentals of Financial Accounting: Honors</td>
</tr>
<tr>
<td>FIN 357 or FIN 357H</td>
<td>Business Finance or Business Finance: Honors</td>
</tr>
<tr>
<td>R E 358 or R E 357H</td>
<td>Introduction to Real Estate and Urban Land Development</td>
</tr>
<tr>
<td>R E 376G</td>
<td>Real Estate Investment</td>
</tr>
<tr>
<td><strong>Elective Courses</strong></td>
<td>6</td>
</tr>
<tr>
<td>Two elective courses from the following list:</td>
<td></td>
</tr>
<tr>
<td>ACC 378</td>
<td>Contemporary Accounting Topics (Topic 5: Taxation of Real Estate Investments)</td>
</tr>
<tr>
<td>or ACC 326</td>
<td>Financial Accounting–Intermediate</td>
</tr>
<tr>
<td>or R E 360</td>
<td>Special Topics in Real Estate (Topic 1: Taxation of Real Estate Investments)</td>
</tr>
<tr>
<td>ARC 318K</td>
<td>World Architecture: Origins to 1750 (may fulfill the global cultures and writing flags)</td>
</tr>
<tr>
<td>ARC 318L</td>
<td>World Architecture: The Industrial Revolution to the Present (may fulfill the global cultures and writing flags)</td>
</tr>
<tr>
<td>ARC 327C</td>
<td>Urban Design History, Theory, and Criticism or URB 337 The Modern American City</td>
</tr>
<tr>
<td>ARC 327G</td>
<td>Regenerative Architecture</td>
</tr>
<tr>
<td>ARC 327P</td>
<td>Productions</td>
</tr>
<tr>
<td>ARC 327R</td>
<td>Topics in Architectural Theory (Topic 5: Design Firm Leadership)</td>
</tr>
<tr>
<td>ARC 327R</td>
<td>Topics in Architectural Theory (Topic 6: Design of New Communities)</td>
</tr>
<tr>
<td>ARC 342E</td>
<td>History and Theories of Landscape Architecture I</td>
</tr>
<tr>
<td>ARC 342F</td>
<td>History and Theories of Landscape Architecture II</td>
</tr>
<tr>
<td>ARC 350R</td>
<td>Topics in Design Theory (pre-approved topics only)</td>
</tr>
<tr>
<td>ARE 323K</td>
<td>Project Management and Economics</td>
</tr>
<tr>
<td>ARE 358</td>
<td>Cost Estimating in Building Construction</td>
</tr>
<tr>
<td>ARE 366</td>
<td>Contracts, Liability, and Ethics (may fulfill the ethics flag)</td>
</tr>
<tr>
<td>ARE 376</td>
<td>Building Information Modeling for Capital Projects</td>
</tr>
<tr>
<td>CRP 369K</td>
<td>Principles of Physical Planning (may fulfill the writing flag)</td>
</tr>
<tr>
<td>ECO 334K</td>
<td>Urban Economics</td>
</tr>
<tr>
<td>ECO 334L</td>
<td>Regional Economics</td>
</tr>
<tr>
<td>FIN 377</td>
<td>Advanced Investment Analysis (Topic 3: Security Analysis)</td>
</tr>
<tr>
<td>GRG 326</td>
<td>Regions and Cultures of Europe</td>
</tr>
<tr>
<td>GRG 410C</td>
<td>Spatial Data and Analysis</td>
</tr>
<tr>
<td>GRG 337</td>
<td>The Modern American City</td>
</tr>
<tr>
<td>GRG 460G</td>
<td>Environmental Geographic Information Systems</td>
</tr>
<tr>
<td>GRG 356T</td>
<td>Topics in Geography (Topic 1: The Culture of Cities (may fulfill the cultural diversity in the United States flag))</td>
</tr>
<tr>
<td>GRG 356T</td>
<td>Topics in Geography (Topic 3: Geographical Information Systems and Remote Sensing for Archaeology and Paleontology)</td>
</tr>
<tr>
<td>GRG 356T</td>
<td>Topics in Geography (Topic 5: Urban Publics)</td>
</tr>
<tr>
<td>LEB 320F</td>
<td>Foundations of Business Law and Ethics</td>
</tr>
<tr>
<td>LEB 363</td>
<td>Real Estate Law</td>
</tr>
<tr>
<td>LEB 370</td>
<td>Topics in the Legal Environment of Business (Topic 13: Contracts and Real Property)</td>
</tr>
<tr>
<td>R E 364</td>
<td>Real Estate Development</td>
</tr>
</tbody>
</table>
Risk Management Minor

The business world is increasingly faced with risks from cyber-risk to health care fraud to terrorism, identity theft and financial risks from longevity of life. These risks all have financial consequences. The management of risk is increasingly important in the USA and worldwide. For-profit and not-for-profit enterprises (from charities to government) find themselves confronting risks and the resulting financial consequences daily. Business managers from all areas of expertise need to be prepared to prevent and address risks in order to survive—the ultimate goal of most enterprises.

The Risk Management Minor provides a student with a tool kit for contemplating, identifying, prioritizing, and formulating approaches to manage varying types of risks inevitably faced. The Risk Management Minor allows for six hours of free electives (inside or outside of McCombs) as there are many types of risk a particular student might be faced with (e.g., financial crisis risk, natural disasters (from hurricanes, tsunami to volcanoes and fires), cyber risk (from identify theft, fraud, mobile commerce risks to phishing and hacking, etc.), risk of political and other crises disrupting supply chains, terrorism and the reality that all enterprises operate in an increasingly vulnerable and connected infrastructure). For example, over 90% of the Fortune 500 companies have created an insurance company subsidiary designed to help them manage their risks internally (a captive insurer). This allows for some degree of managerial control and risk transfer to protect the firm. Companies need increasingly active risk management expertise to survive.

Who Should Consider The Risk Management Minor?

The Risk Management Minor is designed for both business and non-business majors who expect to someday work in a management position, including entrepreneurs. Examples include all Business majors who plan to pursue an entry-level job in supply chain, finance, manufacturing, insurance, management information systems, marketing or other business functions. Non-business majors can be students in liberal arts, economics, actuarial science, petroleum engineering, retailing, communications, health care, or students from any other discipline who want to understand the impact of risk and the management of risk for their future employer.

Risk Management Minor Application and Coursework Requirements

The Risk Management Minor is both structured and flexible to allow the student to pursue interests in discipline-specific risks as well as general risks that any enterprise might face.

Admission to the program requires upper-division standing and a University grade point average of at least 2.5, and is based on students’ overall academic record. Students must apply to the Risk Management Minor at least one full semester prior to anticipated graduation; by April 1 for fall, by November 1 for spring or summer. This timing facilitates the student’s ability to have a semester prior to graduation to complete necessary coursework.

In order to receive the Risk Management Minor students must comply with University Rules and Regulations and program requirements regarding satisfactorily completed coursework and degree completion.

To fulfill the Risk Management Minor, students must complete 18 semester hours of coursework as described below; 12 hours are business coursework: six hours of risk management, three hours of accounting and three hours of finance. An additional six elective hours relevant to risk management are selected by the student, with a maximum of three hours allowed from the McCombs School of Business. Students admitted to the Risk Management Minor must contact their home college to have the approved minor added to their degree profile; otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the coursework (nine hours) must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis and completed in conjunction with the student’s major requirements at the time of graduation. The University requires at least nine hours of the minor to be coursework not used to satisfy requirements of the student’s major.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met. Registration in courses does not require admission to the Risk Management Minor.

The Risk Management Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Management Requirement 1</td>
<td>3</td>
</tr>
<tr>
<td>R M 357E or URB 321R</td>
<td>Introduction to Risk Management Introduction to Risk Management</td>
</tr>
<tr>
<td>Risk Management Requirement 2</td>
<td>3</td>
</tr>
<tr>
<td>R M 377 or R M 369K</td>
<td>Property-Liability Risk Management and Planning Managing Employee Risks and Benefits</td>
</tr>
<tr>
<td>Accounting Requirement</td>
<td>3</td>
</tr>
<tr>
<td>ACC 310F</td>
<td>Foundations of Accounting (for non-business students)</td>
</tr>
<tr>
<td>ACC 311</td>
<td>Fundamentals of Financial Accounting (for business students)</td>
</tr>
<tr>
<td>ACC 311H</td>
<td>Fundamentals of Financial Accounting: Honors (for BHP majors)</td>
</tr>
<tr>
<td>Finance Requirement</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>FIN 320F</td>
<td>Foundations of Finance (for non-business students)</td>
</tr>
<tr>
<td>FIN 357</td>
<td>Business Finance (for business students)</td>
</tr>
<tr>
<td>FIN 357H</td>
<td>Business Finance: Honors (for BHP majors)</td>
</tr>
<tr>
<td>Elective Courses</td>
<td>6</td>
</tr>
<tr>
<td>Two of the following courses: (Please note that no more than one can be a course offered by the McCombs School of Business)</td>
<td></td>
</tr>
</tbody>
</table>
A student may not earn any transcript-recognized certificate in the same field as his or her major, and at least one certificate course must be outside the requirements of the major. However, certificate courses outside the major may be counted toward other degree requirements.

Students admitted to transcript-recognized certificates must contact their academic advisers to have approved certificates added to their degree profiles. This allows progress toward the credential to be tracked and ensures that certificates are added to official transcripts upon graduation, if all requirements are met.

The McCombs School of Business offers one certificate program, which is restricted to BBA students who have declared an accounting or finance major. To see a full list of certificates offered at the University, please see The University (p. 15) section of the Undergraduate Catalog.

### Wealth Management Certificate

The Wealth Management Certificate will equip students with the perspectives, conceptual knowledge, and analytical skills necessary to participate successfully in myriad aspects of the wealth management industry, including offering financial planning services to individual and institutional investors. The certificate is open to undergraduate students in the Business School who are majoring in either finance or accounting and is also designed to help students prepare for participation in the Certified Financial Planner (CFP) certification program.

Admission to the certificate is restricted to students in the 2016-2018 or 2018-2020 Undergraduate Catalog, who have declared an accounting or finance major, and is based on students’ overall academic record, including but not limited to hours and rigor of courses taken in residence, demonstrated interest, and University grade point average.

To fulfill the Wealth Management Certificate, students must complete 18 semester hours of coursework as described below. Students admitted to the Wealth Management Certificate must contact their BBA academic advisor to obtain standalone certificate pursuing status, otherwise they cannot receive transcript recognition upon completion of the requirements.

At least half of the required certificate coursework must be completed in residence at The University of Texas at Austin. All coursework must be taken on the letter-grade basis and completed in conjunction with the student's major requirements, or within one year of graduation.

Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

The Wealth Management Certificate requirements are:

#### Requirements

**Requirements**

**Hours**

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 364</td>
<td>3</td>
</tr>
<tr>
<td>ACC 378</td>
<td>3</td>
</tr>
<tr>
<td>FIN 367</td>
<td>3</td>
</tr>
</tbody>
</table>

**Elective Courses**

Nine semester hours selected from the following:

- CMS 332K
- Theories of Persuasion

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1. Risk Management 377 and Risk Management 369K are offered in alternating Fall semesters.
2. Risk Management Minor students must be able to enroll in an elective through their majors and have the required prerequisites - the Risk Management Minor Program cannot grant or request exceptions to restricted courses, or to prerequisites for elective courses.
3. Whichever was not used to fulfill the minor requirement above.
4. Can be taken second summer only as open enrollment is only available then – web-based course.
5. If student can access via open enrollment as majors have preference.

Please contact the Risk Management program or Dr. Patrick L. Brockett, Director of the Risk Management Minor Program, for additional questions and further information.

### Certificate Programs

Certificate programs are designed to allow undergraduate students to develop an area of expertise in addition to their major program. The required number of hours to earn any certificate may vary but may not be fewer than 18 and may not exceed 24. Undergraduates who complete transcript-recognized certificate requirements in conjunction with their degree requirements or within one year after earning the degree, receive recognition on the University transcript. At least half of the required certificate coursework must be completed in residence at the University. A maximum of nine hours of certificate coursework may be taken after the student has earned the undergraduate degree.

The McCombs School of Business offers one certificate program, which is restricted to BBA students who have declared an accounting or finance major. To see a full list of certificates offered at the University, please see The University (p. 15) section of the Undergraduate Catalog.
FIN 371M  Money and Capital Markets
FIN 377  Advanced Investment Analysis (Topic 1: Portfolio Analysis and Management)
LEB 370  Topics in the Legal Environment of Business (Topic 15: Law of Wills, Trusts, and Estates)
MKT 372  Marketing Seminar (Topic 11: Brand Management)
or
MKT 372  Marketing Seminar (Topic 17: Consumer Behavior in a Digital World)
or
MKT 372  Marketing Seminar (Topic 21: Strategic Product Management)
R M 377  Property-Liability Risk Management and Planning

Please Note:
Other courses may be considered for substitution, as approved by the Wealth Management Certificate Committee.
All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed at the school level: Business Administration (B A).

For courses offered by each department within the McCombs School of Business, please see the corresponding department page in the following sections.

Department of Accounting

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Accounting: Accounting (ACC).

Department of Finance

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Finance: Finance (FIN) and Real Estate (R E).

Department of Business, Government and Society

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Business, Government, and Society: Business, Government, and Society (BGS), International Business (I B), and Legal Environment of Business (LEB).

Department of Information, Risk, and Operations Management

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Information, Risk, and Operations Management: Business Analytics (BAX), Decision Science (D S), Management Information Systems (MIS), Operations Management (O M), Risk Management (R M), Statistics (STA).
Moody College of Communication

Jay M. Bernhardt, PhD, MPH, Dean
Anita L. Vangelisti, PhD, Associate Dean, Research and Graduate Education
Kathryn Fuller-Seeley, PhD, Interim Associate Dean, Faculty Advancement and Strategic Initiatives
Ya’Ke Smith, MFA, Associate Dean, Diversity, Equity, and Inclusion
Kimberly L. Biar, BBA CPA, Executive Director, Business and Technology Services
Allison M. Dawson, MLS, Chief Development Officer
Darrell D. Rocha, BA, Assistant Dean for Student Advising
Michael J. Wilson, BJ, Assistant Dean, External Relations
https://moody.utexas.edu/

General Information

Mission
The mission of the Moody College of Communication at The University of Texas at Austin is to advance and enhance society through the study and practice of human communication. We pursue our mission through world-class teaching, scholarship, public service, and our shared commitment to collaboration that bridges disciplines within the college, across the University, and around the world. We draw energy and inspiration from the vibrant community of Austin, Texas to reinforce our core values of knowledge, innovation, collaboration, creativity, integrity, and diversity. We firmly believe that the communication arts and sciences are fundamental for humanity, critical for community, and essential for prosperity.

Moody College is preparing students to better society by enabling them to make the communication breakthroughs of tomorrow. While the media, channels and tools used to communicate are constantly changing, the foundational skills needed to be effective communicators remain the same. Students will become prepared to adapt to a dynamic field while learning the principles needed to become effective, ethical communicators.

Students can choose from seven degree programs: Advertising; Communication and Leadership; Communication Studies; Journalism; Public Relations; Radio-Television-Film; and Speech, Language, and Hearing Sciences. Students benefit from interdisciplinary approaches to communication education and exposure to a broad range of perspectives—ultimately preparing them to succeed across the range of communication disciplines and industries.

Facilities
In addition to the extensive library and computer resources of the university, certain special resources provide support for work in communication. Chief among them is the Belo Center for New Media (BMC), which opened in summer 2012. The BMC is a 5-level 120,000 square-foot facility that weds cutting-edge technology with innovative teaching and research methods. The Belo Center is home to the KUT Public Broadcast Center, the School of Journalism and Media, the Stan Richards School of Advertising & Public Relations, and the Moody College of Communication Dean’s Office. The Belo Center houses a multitude of instructional, research, and meeting spaces including a 300-seat auditorium, a 120-seat lecture hall, and an executive briefing facility, as well as a theatrical-grade 75-seat presentation room. The KUT Public Broadcast center is housed in a two-story, 20,000 square-foot wing which includes a 72-seat, glass-walled performance studio that incorporates the community into some of KUT’s 300 annual in-studio performances.

The Jesse H. Jones Communication Center in Communication Building A (CMA) is a six-level building housing classrooms, offices, and sophisticated technology facilities. All facilities offer pervasive wireless internet access and all instructional and production spaces feature high-definition equipment. Communication Building B (CMB), a nine-level production building, houses teaching and production facilities for the School of Journalism and Media and the Department of Radio-Television-Film. These facilities provide opportunities for academic programs that cross disciplinary lines, interrelate traditional and online media, and otherwise combine the resources of the College in ways not feasible within any one of the components.

Financial Assistance Available through the College
The Moody College of Communication and each academic unit have a large number of scholarships that are awarded annually. Students interested in receiving one of these scholarships should apply online early in the spring semester for scholarships to be awarded the following academic year. More information about college scholarships is available on the Moody College’s website, and from the Student Advising Office.

Student Services

Academic Advising
The Student Advising Office, in collaboration with the academic departments, oversees all advising in the college. To allow in-depth advising on specific programs of study, courses, and career choices in the major, each student is assigned an adviser. Students should meet with their advisers to select courses appropriate to the degree and to ensure that all degree requirements are met. In addition, students should consult their advisers for assistance in preparing for graduation.

Career Services
Moody College Career Center provides a variety of career development and job/internship search assistance programs for students and alumni. The University makes no promise to secure employment for each graduate.

Student Council
Communication Council represents all undergraduate communication students and sponsors college-wide programs such as Communication Week and Senior Celebration as well as other events throughout the year.

Admission and Registration

Admission
Admission to the University
Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is given in the General Information Catalog. Admission to a major may be restricted by the availability of instructional resources.

Admission Policies of the College
Students admitted to the University with deficiencies in high school units must remove them by the means prescribed in the General Information Catalog. Course credit used to remove deficiencies may not be counted toward the student’s degree.

https://moody.utexas.edu/
A few students who already have a bachelor's degree and who are not candidates for an advanced degree are admitted to the college each year as nondegree seeking students. Such students are admitted only with the approval of the appropriate academic unit head and the dean.

Registration

The General Information Catalog gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The Course Schedule, published before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and the General Information Catalog are published on the registrar's website.

Enrollment in upper-division courses in the Moody College of Communication may be restricted because of limitations on instructional resources.

Academic Policies and Procedures

Requirements and Policies of the College

All students must fulfill the General Requirements for graduation given in the University section. Students in the Moody College of Communication are also subject to the following requirements and policies:

1. All communication majors must have a grade of at least C- in each course taken in the Moody College of Communication that is counted toward the degree; if the course is offered on the pass/fail basis only, the course must have the symbol CR.
2. No more than 60 hours of communication coursework may count toward the degree.
3. At least 36 semester hours of upper-division coursework must be counted toward the degree.
4. Moody College students must complete at least 18 hours of in-residence upper-division coursework.
5. Students in the Moody College of Communication may not repeat for credit a course in which they have earned a grade of C- or better, unless otherwise specified in the catalog.
6. A student may declare only one minor or certificate to supplement their Moody major(s); exceptions must be approved by the Student Dean. Moody students must declare their minor/certificate intentions before they have completed 65% of their degree requirements, as indicated on the Interactive Degree Audit (IDA); exceptions must be approved by the Student Dean.

Applicability of Certain Courses

Internship Credit

Some communication degree programs require an internship; in other programs, students may elect to complete an internship. Up to, but no more than, six semester hours of credit in internship courses may be counted toward the student's degree.

Physical Activity Courses

Physical activity (PED) courses are offered by the Department of Kinesiology and Health Education. No more than one hour of PED coursework may be counted toward a degree in the Moody College of Communication. This hour shall be counted as a non-major elective and the grade earned will be included in the grade point average.

Music Performance Courses

Music performance courses are offered by the College of Fine Arts under the fields of study ensemble, music, and as individual instruction in a particular instrument. No more than one hour of music performance coursework may be counted toward a degree in the Moody College of Communication. This hour shall be counted as non-major elective and the grade earned will be included in the grade point average.

Transfer Coursework

No more than 12 semester hours of transfer credit may be counted toward a student's major requirements. Transfer credit may be counted towards prescribed work and the University Core Curriculum.

Courses Taken on the Pass/Fail Basis

Moody College courses taken on the pass/fail basis cannot be counted toward the degree, unless they are offered only on the pass/fail basis. No course required for the degree and taken in residence may be counted if taken on the pass/fail basis, unless the course is offered only on that basis. However, a student may elect to count up to 15 hours of free elective coursework taken on the pass/fail basis. Credit earned by examination is not counted toward the total number of hours that the student may take pass/fail.

Courses Taken in other Fields of Study

No more than 36 semester hours in a field of study other than the field of study in which the student is majoring may be counted toward a degree in the Moody College.

ROTC Courses

No more than nine semester hours of credit for air force science, military science, or naval science courses may be counted toward any degree in the Moody College of Communication. Such coursework may be counted only as lower-division electives in degree programs that have room for such electives, and only by students who have completed the third and fourth years of the ROTC program. ROTC courses may not be substituted for any specific required course.

Extension Courses

With the exception of summer internship courses, (1) courses taken through UT Extension may not be counted toward the major requirements of a Moody College degree; and (2) no courses taken through UT Extension may be substituted for courses offered in-residence by Moody College.

Graduation

Graduation

To be awarded a degree from the Moody College of Communication at The University of Texas at Austin, a candidate must complete 120 semester hours of coursework and must fulfill the University's General Requirements for graduation, the Core Curriculum requirements, the college graduation requirements, the requirements and policies listed in Academic Policies and Procedures, and the requirements given for the student's major under Prescribed Work, Major Requirements, and Special Requirements of the Major.

Graduation With University Honors

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors.
Criteria for graduation with University Honors are given in the General Information Catalog.

**ROTC Degree Candidates**

An Air Force, Army, or Naval Reserve Officer Training Corps student who elects the basic and/or advanced program in air force science, military science, or naval science will not be approved for graduation until the student’s government contract is completed or the student is released from the ROTC.

**Degree Audit**

Students should verify the coursework they have completed and the coursework still needed for the degree by reviewing a degree audit at least once each semester with an advisor in the Student Advising Office. The degree audit is a computer-generated report of the student’s progress in completing degree requirements. The student may also create, print, and review an audit online through IDA, the Interactive Degree Audit system; information about IDA is available at [http://registrar.utexas.edu/students/degrees/ida/](http://registrar.utexas.edu/students/degrees/ida/).

Although the degree audit normally provides an accurate statement of requirements, students are responsible for knowing the requirements for the degree as stated in a catalog under which they are eligible to graduate and for registering so as to fulfill those requirements. Because students are responsible for registering for the courses needed to fulfill degree requirements, they should seek an official ruling in the Student Advising Office before registering if in doubt about any requirement.

**Degrees and Programs**

**Degrees Offered**

In the Moody College of Communication, seven undergraduate degrees are offered: Bachelor of Science in Advertising, Bachelor of Science in Communication and Leadership, Bachelor of Science in Communication Studies, Bachelor of Journalism, Bachelor of Science in Public Relations, Bachelor of Science in Radio-Television-Film, and Bachelor of Science in Speech, Language, and Hearing Sciences. In addition to the core curriculum, the requirements of each degree consist of special requirements, prescribed work, and major requirements; these are given within the section associated with each degree.

A student may not earn more than two undergraduate degrees from the Moody College of Communication. A student may not earn both the Bachelor of Science in Advertising and the Bachelor of Science in Public Relations. A student may not earn both the Bachelor of Science in Communication and Leadership and the Bachelor of Science in Communication Studies.

**Moody College Honors Program**

The Moody College Honors Program requires 15 hours of coursework. Students should apply as incoming freshmen but have an opportunity to enter the program later by applying in their first year. Students accepted into the Moody College Honors Program must complete the following coursework. Exceptions may be made at the program director’s discretion. All courses must be taken for letter grade (unless only offered on a pass/fail basis), and only C- or better will count towards the program.

1. Communication 307H and Communication 308H (6 hours);
2. Elective seminars on special topics; Communication 370H (between 3-9* hours, depending on the capstone option students choose);
3. A capstone requirement, with options that include a creative or service project (Communication 330H) or a traditional academic thesis (Communication 679H) (between 3-6 hours).

*Students who choose to complete nine hours of Communication 370H will be asked to complete additional assignments.*

Moody College Honors Program students will be assessed for continuing eligibility at the end of each academic year, and must meet the following standards: an overall GPA of at least 3.0; a GPA in Moody College coursework of at least 3.4; participation in Moody College Honors Program courses and activities, as described on the program website and by program faculty and staff. Moody College Honors Program students who do not meet these standards may be subject to dismissal from the program.

At the time of graduation, Moody College Honors Program students who have an overall GPA of at least 3.0 and a GPA in Moody College coursework of at least 3.4 will receive special recognition at commencement for successful completion of the program.

**Moody College Success Scholars**

The Moody College Success Scholars program is a two-year program in the Moody College of Communication that seeks to provide eligible incoming freshmen with a supportive and community-based foundation in order to promote strong academic performance, engagement in the Moody College community, and a timely graduation.

Membership in the Moody College Success Scholars program is by invitation only and exclusive to first- and second-year students within Moody College.

**Bachelor of Science in Advertising**

To be awarded the degree of Bachelor of Science in Advertising, the candidate must complete 120 semester hours of coursework and must fulfill the University’s General Requirements (p. 19) for graduation, the Core Curriculum (p. 23) requirements, the college graduation requirements, the requirements and policies listed in Academic Policies and Procedures, and the requirements given in Prescribed Work, Major Requirements, and Special Requirements of the Major, below.

**Core Curriculum**

All students must complete the University’s Core Curriculum (p. 23). In some cases, a course required for the Bachelor of Science in Advertising may also be counted toward the core curriculum.

**Prescribed Work**

1. Six semester hours of coursework focusing on communication foundations: Communication 301E and 302E.
2. Three courses with a writing flag; one course with a quantitative reasoning flag; one course with a global cultures flag; one course with a cultural diversity in the United States flag; one course with an ethics flag; and one course with an independent inquiry flag. The same course cannot be used to satisfy the global cultures and cultural diversity flags even if the course carries both flags. Courses that fulfill flag requirements are identified in the Course Schedule. They may also be used to fulfill other degree requirements.
3. Students must satisfy a foreign language and culture requirement in one of the following ways: (a) Demonstrating intermediate proficiency in a single foreign language; (b) Taking two consecutive courses in one language and one approved culture course in a
culture that is relevant to the language. A list of approved culture and language courses and combinations will be posted on the Student Advising website before registration for each semester and summer session. An extensive foreign language testing program is available at the University. Students with knowledge of a language are encouraged to take appropriate tests both to earn as much credit as possible and to be placed at the proper level for further study. Students should consult with an academic advisor for information on testing.

4. Twelve hours of coursework in business, including Marketing 320F (Marketing 337 for students pursuing an additional major in business). At least six of the 12 hours must be upper-division.

5. At least 39, but no more than 45, semester hours of advertising, as described in Major Requirements, below.

6. Enough additional coursework to make a total of 120 semester hours.

**Major Requirements**

At least 39, but no more than 45, semester hours of advertising, of which at least 24 hours must be upper-division. The following courses are required: Advertising 309R; 318J; 325; 344K; 345J; 350, 350, 350, 650, or 468L; 370J; 353; 373; and 12 additional hours of non-internship advertising coursework, nine of which must be upper-division.

**Special Requirements of the Major**

To enroll in most upper-division courses in the Stan Richards School, a student must have completed Advertising 318J with a grade of at least B. Students may enroll in Advertising 318J no more than twice.

Advertising majors must complete Advertising 309R, 318J, 370J, and 373 in residence.

A student may not earn both the Bachelor of Science in Advertising and the Bachelor of Science in Public Relations.

**The Consent Procedure**

Some courses in the Stan Richards School of Advertising & Public Relations require consent of the instructor prior to registering. To be able to register for such a course, a student must first ask for and receive the instructor’s consent. The student may be invited to an interview with the instructor or may be asked to provide supporting materials, such as an application or an essay. The student is responsible for knowing the deadline to apply. Consent forms are available from the student’s advisor and in the Stan Richards School of Advertising & Public Relations.

Some students may wish to apply to a competitive elective sequence; these sequences require consent to enroll.

**Courses**

Because prerequisites are subject to change, students should consult the *Course Schedule* before registering.

**Order and Choice of Work**

**First Year**

1. The student must take three courses from the following group each semester:
   a. RHE 306.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in a foreign language.
   d. Courses that meet flag requirements.

2. Communication 301E

3. Enough additional coursework to raise the student’s course load to 15 or 16 hours each semester. Courses should be chosen with the guidance of a college advisor.

**Second Year**

1. The student must take three courses from the following group each semester; four are recommended:
   a. English 316L, 316M, 316N, or 316P.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in the foreign language, unless the language requirement has been fulfilled.
   d. Courses that meet flag requirements.

2. Communication 302E

3. Advertising 309R

4. Advertising 318J

5. Enough additional coursework, if needed, to raise the student’s course load to 15 or 16 hours each semester. Basic courses in business, studio art, and computer sciences are especially recommended.

**Third and Fourth Years**

1. Any remaining courses in the core curriculum and the prescribed work.

2. The remaining courses listed as major requirements, including advertising electives.

3. Additional upper-division electives chosen to support the major. Advertising majors normally emphasize economics, government, history, English, sociology, psychology, marketing, and/or management.

**Bachelor of Science in Communication and Leadership**

To be awarded the degree of Bachelor of Science in Communication and Leadership, the candidate must complete 120 semester hours of coursework and must fulfill the University’s *General Requirements* (p. 19) for graduation, the *Core Curriculum* (p. 23) requirements, the college graduation requirements, the requirements and policies listed in Academic Policies and Procedures, and the requirements given in Prescribed Work, Major Requirements, and Special Requirements of the Major, below.

**Core Curriculum**

All students must complete the University’s *Core Curriculum* (p. 23). In some cases, a course required for the Bachelor of Science in Communication and Leadership may also be counted toward the core curriculum.

**Prescribed Work**

1. Six semester hours of coursework focusing on communication foundations: Communication 301E and 302E.

2. Three courses with a writing flag; one course with a quantitative reasoning flag; one course with a global cultures flag; one course with a cultural diversity in the United States flag; one course with
Students must earn a total of 36 hours of coursework across three designated areas, of which at least 15 hours must be upper-division. Courses that fulfill flag requirements are identified in the Course Schedule. They may also be used to fulfill other degree requirements.

3. Students must satisfy a foreign language and culture requirement in one of the following ways: (a) Demonstrating intermediate proficiency in a single foreign language; (b) Taking two consecutive courses in one language and one approved culture course in a culture that is relevant to the language. A list of approved culture and language courses and combinations will be posted on the Student Advising website before registration for each semester and summer session. An extensive foreign language testing program is available at the University. Students with knowledge of a language are encouraged to take appropriate tests both to earn as much credit as possible and to be placed at the proper level for further study. Students should consult with an academic advisor for information on testing.

4. Thirty-six hours of coursework, as described in Major Requirements, below.

5. Enough additional coursework to make a total of 120 semester hours.

**Major Requirements**

The major requires 36 hours of coursework across three designated areas, of which at least 15 hours must be upper-division. Courses that are in multiple lists may only be counted once, unless topics vary.

Students must earn a C- or better (or CR for courses offered only on a pass/fail basis) in all courses counting toward major requirements:

1. CLD 301, 321, 351, and 371.


**Special Requirements of the Major**

A student may not earn both the Bachelor of Science in Communication and Leadership and the Bachelor of Science in Communication Studies.

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**Order and Choice of Work**

**First Year**

1. The student must take three courses from the following group each semester:
   a. RHE 306.
   b. UGS 302 or UGS 303
   c. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   d. Courses in a foreign language.
   e. Courses that meet flag requirements.

2. CLD 301

3. Communication 301E

4. Enough additional coursework to raise the student’s course load to 15 or 16 hours each semester. Courses should be chosen with the guidance of a college academic advisor.

**Second Year**

1. The student should take three courses from the following group each semester; four are recommended:
   a. English 316L, 316M, 316N, or 316P.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in the foreign language, unless the language requirement has been fulfilled.

2. Communication and Leadership 321.

3. Two courses that meet flag requirements.

4. Communication 302E.

5. Enough additional coursework, if needed, to raise the student’s course load to 15 or 16 hours each semester. Courses should be chosen with the guidance of a college academic advisor.

**Third Year**

1. Two courses that meet flag requirements.

2. Any remaining courses in the core curriculum and the prescribed work.

3. Courses from the Communication Fundamentals and Skills, and Social Issues areas to fulfill the major requirements. Courses should be chosen with the guidance of a college academic advisor.

4. Communication and Leadership 351

5. Upper-division electives chosen to support the major.

**Fourth Year**

1. Communication and Leadership 371

2. Upper-division electives chosen to support the major.

3. Any remaining major requirements from the Communication Fundamentals and Skills, and Social Issues areas. Courses should be chosen with the guidance of a college academic advisor.

4. Any remaining flag requirements.

5. Any remaining courses in the core curriculum and the prescribed work.
Bachelor of Science in Communication Studies

To be awarded the degree of Bachelor of Science in Communication Studies, the candidate must complete 120 semester hours of coursework and must fulfill the University’s General Requirements (p. 19) for graduation, the Core Curriculum (p. 23) requirements, the college graduation requirements, the requirements and policies listed in Academic Policies and Procedures, and the requirements given in Prescribed Work, Major Requirements, and Special Requirements of the Major, below.

Core Curriculum

All students must complete the University’s Core Curriculum (p. 23).

In some cases, a course required for the Bachelor of Science in Communication Studies may also be counted toward the core curriculum.

Prescribed Work

1. Six semester hours of coursework focusing on communication foundations: Communication 301E and 302E.
2. Three courses with a writing flag; one course with a quantitative reasoning flag; one course with a global cultures flag; one course with a cultural diversity in the United States flag; one course with an ethics flag; and one course with an independent inquiry flag. The same course cannot be used to satisfy the global cultures and cultural diversity flags even if the course carries both flags. Courses that fulfill flag requirements are identified in the Course Schedule. They may also be used to fulfill other degree requirements.
3. Students must satisfy a foreign language and culture requirement in one of the following ways: (a) Demonstrating intermediate proficiency in a single foreign language; (b) Taking two consecutive courses in one language and one approved culture course in a culture that is relevant to the language. A list of approved culture courses in one language and one approved culture course in a culture that is relevant to the language. A list of approved culture courses and combinations will be posted on the Student Advising website before registration for each semester and summer session. An extensive foreign language testing program is available at the University. Students with knowledge of a language are encouraged to take appropriate tests both to earn as much credit as possible and to be placed at the proper level for further study. Students should consult with an academic advisor for information on testing.
4. At least 36, but no more than 48, semester hours of communication studies as described in Major Requirements, below.
5. Enough additional coursework to make a total of 120 semester hours.

Major Requirements

At least 36, but no more than 48, semester hours of communication studies of which at least 18 hours must be upper-division. Each student must complete one of the following tracks:

Corporate Communication

1. Communication Studies 306M, 313M, and 332K.
2. Three semester hours chosen from the following Methods courses: Communication Studies 314L, 348, 348K, 349M, 350C, 350M, 357, 358, 359C, 377K, or 378K. The course selected may not be counted toward any additional communication studies major requirement.
3. Three semester hours chosen from the following Career Preparation courses: Communication Studies 307K, 322E, 342K, 345G, 364M, or 370K. The course selected may not be counted toward any additional communication studies major requirement.
5. Twelve additional semester hours of communication studies.

Interpersonal Communication

2. Three semester hours chosen from the following Methods courses: Communication Studies 314L, 348, 348K, 349M, 350C, 350M, 357, 358, 359C, 377K, or 378K. The course selected may not be counted toward any additional communication studies major requirement.
3. Three semester hours chosen from the following Career Preparation courses: Communication Studies 307K, 322E, 342K, 345G, 364M, or 370K. The course selected may not be counted toward any additional communication studies major requirement.
5. Twelve additional semester hours of communication studies.

Political Communication

2. Three semester hours chosen from the following Methods courses: Communication Studies 314L, 348, 348K, 349M, 350C, 350M, 357, 358, 359C, 377K, or 378K. The course selected may not be counted toward any additional communication studies major requirement.
3. Three semester hours chosen from the following Career Preparation courses: Communication Studies 307K, 322E, 342K, 345G, 364M, or 370K. The course selected may not be counted toward any additional communication studies major requirement.
5. Twelve additional semester hours of communication studies.

Special Requirements of the Major

A student majoring in communication studies may not register for more than nine semester hours of communication studies in one semester.

A student may not earn both the Bachelor of Science in Communication and Leadership and the Bachelor of Science in Communication Studies.

Courses

Because prerequisites are subject to change, students should consult the Course Schedule before registering.

Order and Choice of Work

First Year

1. The student must take three courses from the following group each semester:
   a. RHE 306.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences,
mathematics, visual and performing arts, and science and technology requirements of the core curriculum.

c. Courses in a foreign language.

d. Courses that meet flag requirements.

e. UGS 302 or UGS 303.

2. Communication 301E

3. Enough additional coursework to raise the student's course load to 15 or 16 hours each semester. Courses should be chosen with the guidance of a college advisor.

Second Year

1. The student must take three courses from the following group each semester; four are recommended:
   a. English 316L, 316M, 316N, or 316P.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in the foreign language, unless the language requirement has been fulfilled.
   d. Courses that meet flag requirements.

2. Communication 302E.

3. Lower-division communication studies courses recommended by the student's advisor.

4. Enough additional coursework, if needed, to raise the student's course load to 15 or 16 hours each semester.

Third and Fourth Years

1. Any remaining courses in the core curriculum and the prescribed work.

2. The remaining courses listed as major requirements. Students should note that some upper-division courses have a series of prerequisite courses that takes up to three semesters to complete.

3. Enough additional coursework to raise the student's course load to 15 or 16 hours each semester.

Bachelor of Journalism

To be awarded the degree of Bachelor of Journalism, the candidate must complete 120 semester hours of coursework and must fulfill the University's General Requirements (p. 19) for graduation, the Core Curriculum (p. 23) requirements, the college graduation requirements, the requirements and policies listed in Academic Policies and Procedures, and the requirements given in Prescribed Work, Major Requirements, and Special Requirements of the Major, below.

Core Curriculum

All students must complete the University’s Core Curriculum (p. 23). In some cases, a course required for the Bachelor of Journalism may also be counted toward the core curriculum

Prescribed Work

1. Six semester hours of coursework focusing on communication foundations: Communication 301E and 302E.

2. Three courses with a writing flag; one course with a quantitative reasoning flag; one course with a global cultures flag; one course with a cultural diversity in the United States flag; one course with an ethics flag; and one course with an independent inquiry flag.

3. Students must satisfy a foreign language and culture requirement in one of the following ways: (a) Demonstrating intermediate proficiency in a single foreign language; (b) Taking two consecutive courses in one language and one approved culture course in a culture that is relevant to the language. A list of approved culture and language courses and combinations will be posted on the Student Advising website before registration for each semester and summer session. An extensive foreign language testing program is available at the University. Students with knowledge of a language are encouraged to take appropriate tests both to earn as much credit as possible and to be placed at the proper level for further study. Students should consult with an academic advisor for information on testing.

4. At least 40, but no more than 45, semester hours of journalism coursework, as described in Major Requirements, below.

5. Enough additional coursework to make a total of 120 semester hours.

Major Requirements

Journalism students must complete 40 semester hours in journalism, but no more than 45 journalism hours may be counted toward the degree. Students must complete the following coursework:

Level I, Foundations (Six hours): Journalism 301F and 302F

Level II, Applications (Six hours): Journalism 310F and 311F

Level III, Specialized Skills and Concepts (18 hours):


- Three additional semester hours in Skills or Concepts.


Students must take four additional hours of journalism coursework.
Special Requirements of the Major

Students are required to take Journalism 302F, 310F, and 311F in residence.

Journalism 310F and 311F require a grade of at least B; students who do not fulfill this requirement cannot register for upper-division journalism Skills courses.

The student must complete at least 72 semester hours outside journalism.

A student majoring in journalism may not register for more than nine semester hours in journalism in one semester or summer session. The director or associate director may make exceptions to this rule for students who need additional journalism courses in order to graduate on time.

Courses

Any student enrolled in a journalism course who does not attend the first class meeting or laboratory session may be dropped from that course.

Because prerequisites are subject to change, students should consult the Course Schedule before registering.

Order and Choice of Work

First Year

1. The student must take three courses from the following group each semester:
   a. RHE 306
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in a foreign language.

2. Journalism 301F and 302F.

3. Communication 301E.

4. Students who plan to take advanced photojournalism courses are encouraged to take Communication 316 in their first or second semester.

5. Two courses that meet flag requirements.

6. Enough additional coursework to raise the student's course load to 12 or 16 hours each semester. Courses should be chosen with the guidance of a college academic advisor.

Second Year

1. The student should take three courses from the following group each semester; four are recommended:
   a. English 316L, 316M, 316N, or 316P.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in the foreign language, unless the language requirement has been fulfilled.

2. Journalism 310F and 311F and additional coursework to fulfill the major requirements.

3. Communication 302E.

4. Two courses that meet flag requirements.

5. Enough additional coursework, if needed, to raise the student's course load to 15 or 16 hours each semester. Courses should be chosen with the guidance of a college academic advisor.

Third Year

1. Two courses that meet flag requirements.

2. Any remaining courses in the core curriculum and the prescribed work.

3. Journalism Level III and IV coursework to fulfill the major requirements. Courses should be chosen with the guidance of a college academic advisor.

4. Upper-division electives chosen to support the major.

Fourth Year

1. Upper-division electives chosen to support the major.

2. Any remaining major requirements from Levels III and IV. Courses should be chosen with the guidance of a college academic advisor.

3. Any remaining flag requirements.

4. Any remaining courses in the core curriculum and the prescribed work.

Bachelor of Science in Public Relations

To be awarded the degree of Bachelor of Science in Public Relations, the candidate must complete 120 semester hours of coursework and must fulfill the University's General Requirements (p. 19) for graduation and the Core Curriculum (p. 23) requirements, the college graduation requirements, the requirements and policies listed in Academic Policies and Procedures, and the requirements given in Prescribed Work, Major Requirements, and Special Requirements of the Major, below.

Core Curriculum

All students must complete the University's Core Curriculum (p. 23). In some cases, a course required for the Bachelor of Science in Public Relations may also be counted toward the core curriculum.

Prescribed Work

1. Six semester hours of coursework focusing on communication foundations: Communication 301E and 302E.

2. Three courses with a writing flag; one course with a quantitative reasoning flag; one course with a global cultures flag; one course with an ethics flag; and one course with an independent inquiry flag.

3. Students must satisfy a foreign language and culture requirement in one of the following ways: (a) Demonstrating intermediate proficiency in a single foreign language; (b) Taking two consecutive courses in one language and one approved culture course in a culture that is relevant to the language. A list of approved culture and language courses and combinations will be posted on the Student Advising website before registration for each semester and summer session. An extensive foreign language testing program is available at the University. Students with knowledge of a language are encouraged to take appropriate tests both to earn as much credit as possible and to be placed at the proper level for further study. Students should consult with an academic advisor for information on testing.
4. Twelve hours of coursework in business, including Marketing 320F (337 for students pursuing an additional major in business). At least six of the 12 hours must be upper-division.
5. Journalism 317.
6. At least 36, but no more than 42, semester hours of advertising and public relations, as described in Major Requirements, below.
7. Enough additional coursework to make a total of 120 semester hours.

Major Requirements
At least 36, but no more than 42, semester hours of coursework, of which at least 24 hours must be upper-division. The following courses are required: Advertising 318J, 344K, 345J, P R 309, 348, 350 or 650, 352, 353, 367, 377K, and six additional hours of non-internship advertising and/or public relations coursework.

Special Requirements of the Major
The student must complete Advertising 318J, P R 309, 367, and 377K in residence.

To enroll in most upper-division courses in the Stan Richards School, a student must have completed Advertising 318J with a grade of at least B. Students may enroll in Advertising 318J no more than twice.

A student may not earn both the Bachelor of Science in Advertising and the Bachelor of Science in Public Relations.

The Consent Procedure
Some courses in the Stan Richards School of Advertising & Public Relations require consent of the instructor prior to registering. To be able to register for such a course, a student must first ask for and receive the instructor's consent. The student may be invited to an interview with the instructor or may be asked to provide supporting materials, such as an application or an essay. The student is responsible for knowing the deadline to apply. Consent forms are available from the student's advisor and in the Stan Richards School of Advertising & Public Relations.

Some students may wish to apply to a competitive elective sequence; these sequences require consent to enroll.

Courses
Because prerequisites are subject to change, students should consult the Course Schedule before registering.

Order and Choice of Work
First Year
1. The student must take three courses from the following group each semester:
   a. RHE 306
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in a foreign language.
   d. Courses that meet flag requirements.
2. Communication 301E
3. Additional coursework to raise the student's course load to 15 or 16 hours each semester. Courses should be chosen with the guidance of a college advisor.

Second Year
1. The student must take three courses from the following group each semester; four are recommended:
   a. RHE 306; English 316L, 316M, 316N, or 316P.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in the foreign language, unless the language requirement has been fulfilled.
   d. Courses that meet flag requirements.
2. Communication 302E
3. Advertising 318J and Journalism 317
4. P R 309
5. Enough additional coursework, if needed, to raise the student's course load to 15 or 16 hours each semester. Basic courses in writing are especially recommended.

Third Year
1. Any remaining courses in the core curriculum and the prescribed work.
2. Public Relations 348, Advertising 344K, 345J, Marketing 320F, and additional coursework to fulfill the major requirements.
3. Upper-division electives chosen to support the major. Public relations majors normally emphasize writing courses, such as those in English, journalism, and liberal arts; public speaking courses, such as those in communication studies; psychology; marketing, and/or management.

Fourth Year
1. The remaining courses listed as major requirements.
2. Upper-division electives chosen to support the major, including advertising and public relations electives.

Bachelor of Science in Radio-Television-Film
To be awarded the degree of Bachelor of Science in Radio-Television-Film, the candidate must complete 120 semester hours of coursework and must fulfill the University's General Requirements (p. 19) for graduation and the Core Curriculum (p. 23) requirements, the college graduation requirements, the requirements and policies listed in Academic Policies and Procedures, and the requirements given in Prescribed Work, and Major Requirements, below.

Core Curriculum
All students must complete the University's Core Curriculum (p. 23). In some cases, a course required for the Bachelor of Science in Radio-Television-Film may also be counted toward the core curriculum.

Prescribed Work
1. Six semester hours of coursework focusing on communication foundations: Communication 301E and 302E.
2. Three courses with a writing flag; one course with a quantitative reasoning flag; one course with a global cultures flag; one course with a cultural diversity in the United States flag; one course with an ethics flag; and one course with an independent inquiry flag. The same course cannot be used to satisfy the global cultures and cultural diversity flags even if the course carries both flags. Courses that fulfill flag requirements are identified in the Course Schedule. They may also be used to fulfill other degree requirements.
3. Students must satisfy a foreign language and culture requirement in one of the following ways: (a) Demonstrating intermediate proficiency in a single foreign language; (b) Taking two consecutive courses in one language and one approved culture course in a culture that is relevant to the language. A list of approved culture and language courses and combinations will be posted on the Student Advising website before registration for each semester and summer session. An extensive foreign language testing program is available at the University. Students with knowledge of a language are encouraged to take appropriate tests both to earn as much credit as possible and to be placed at the proper level for further study. Students should consult with an academic adviser for information on testing.
4. At least 36, but no more than 48, semester hours of radio-television-film as described in Major Requirements, below.
5. Enough additional coursework to make a total of 120 semester hours.

Major Requirements

At least 36 but no more than 48 semester hours of radio-television-film, of which at least 21 hours must be upper-division. All students must take RTF 307, RTF 308, 317, and 318; nine upper-division hours chosen from the following: Radio-Television-Film 321C, 321D, 322D, 323C, 324C, 326C, 328C, 331K, 331P, 331R, 335, 342, 342S, 345, 345C, 347C, 347P, 352, 359, 359S, 365, 368S (Topic 2), 370, 377H, 377S; and 15 additional hours of radio-television-film.

Courses

Because prerequisites are subject to change, students should consult the Course Schedule before registering.

For RTF 307, RTF 308, 317, and 318 during Fall and Spring semesters, the department restricts enrollment during the first registration period to radio-television-film majors. During later registration periods, courses in which space is available may be opened to non-majors.

Most upper-division radio-television-film courses in production are restricted to radio-television-film majors.

Students wishing to add a course not accessible online due to major restrictions, prerequisites, etc., may try to pursue a radio-television-film late add by contacting the instructor of the course. Late adds begin on the fifth class day of the semester and require a late add form.

The Department of Radio-Television-Film reserves the right to retain and to use for noncommercial purposes copies of all work completed by students as part of departmental course assignments.

Order and Choice of Work

First Year

1. The student may take three courses from the following group each semester:
   a. RHE 306.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral science, visual and performing arts, mathematics, and science and technology requirements of the core curriculum.
   c. Courses in a foreign language.
   d. Courses that meet flag requirements.
2. RTF 307 and RTF 308.
3. Communication 301E.
4. Enough additional coursework to raise the student's course load to 15 or 16 hours each semester. Courses should be chosen with the guidance of a college adviser.

Second Year

1. The student must take three courses from the following group each semester; four are recommended:
   a. English 316L, 316M, 316N, or 316P.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral science, visual and performing arts, mathematics, and science and technology requirements of the core curriculum.
   c. Courses in the foreign language, unless the language requirement has been fulfilled.
   d. Courses that meet the flag requirements.
2. Radio-Television-Film 317 and 318.
3. Communication 302E.
4. Enough additional coursework, if needed, to raise the student's course load to 15 or 16 hours each semester.

Third and Fourth Years

1. Any remaining courses in the core curriculum and the prescribed work.
2. Three upper-division radio-television-film courses to be counted toward the Media Studies portion of the major requirements.
3. Fifteen additional semester hours of coursework in radio-television-film, of which 12 hours must be upper-division.
4. Enough additional coursework to meet overall university-wide degree requirements.

Bachelor of Science in Speech, Language, and Hearing Sciences

To be awarded the degree of Bachelor of Science in Speech, Language, and Hearing Sciences, the candidate must complete 120 semester hours of coursework and must fulfill the University's General Requirements (p. 19) for graduation, the Core Curriculum (p. 23) requirements, the college graduation requirements, the requirements and policies listed in Academic Policies and Procedures, and the requirements given in Prescribed Work, and Major Requirements, below.

Core Curriculum

All students must complete the University's Core Curriculum (p. 23). In some cases, a course required for the Bachelor of Science in Speech, Language, and Hearing Sciences may also be counted toward the core curriculum.

Prescribed Work

1. Six semester hours of coursework focusing on communication foundations: Communication 301E and 302E.
2. Three courses with a writing flag; one course with a quantitative reasoning flag; one course with a global cultures flag; one course with a cultural diversity in the United States flag; one course with an ethics flag; and one course with an independent inquiry flag.
The same course cannot be used to satisfy the global cultures and cultural diversity flags even if the course carries both flags. Courses that fulfill flag requirements are identified in the Course Schedule. They may also be used to fulfill other degree requirements.

3. Students must satisfy a foreign language and culture requirement in one of the following ways: (a) Demonstrating intermediate proficiency in a single foreign language; (b) Taking two consecutive courses in one language and one approved culture course in a culture that is relevant to the language. A list of approved culture and language courses and combinations will be posted on the Student Advising website before registration for each semester and summer session. An extensive foreign language testing program is available at the University. Students with knowledge of a language are encouraged to take appropriate tests both to earn as much credit as possible and to be placed at the proper level for further study. Students should consult with an academic advisor for information on testing.

4. At least 39 (36 for students in education of the deaf/hearing-impaired) but no more than 54 semester hours of speech, language, and hearing sciences, as described in Major Requirements, below.

5. Three semester hours of coursework in introductory statistics. Courses that fulfill this requirement include EDP 308, 371, SDS 301, SDS 302, SDS 303, SDS 304, SDS 305, SDS 306, 328M. Courses that fulfill this requirement may also be used to fulfill other degree, core curriculum, and flag requirements.

6. Enough additional coursework to make a total of 120 semester hours.

Special Emphases in Speech, Language, and Hearing Sciences

Students majoring in speech, language, and hearing sciences may specialize in speech/language pathology, audiology, or education of the deaf/hearing-impaired. After completing the necessary undergraduate coursework, they may seek the graduate degrees that are required for professional accreditation by the American Speech-Language-Hearing Association (for those in speech/language pathology and audiology) or the Council on Education of the Deaf (for those in education of the deaf/hearing-impaired). Students in speech/language pathology and audiology who wish to practice in Texas must be licensed by the Texas Department of State Health Services; those in education of the deaf/hearing-impaired must be certified by the Texas State Board for Educator Certification.

Major Requirements

Students specializing in speech/language pathology or audiology must complete at least 39 semester hours of coursework in speech, language, and hearing sciences; those specializing in education of the deaf/hearing-impaired must complete at least 36 semester hours. No more than 54 semester hours of coursework in speech, language, and hearing sciences may be counted toward the degree. The course requirements for each track are as follows:


Courses

Because prerequisites are subject to change, students should consult the Course Schedule before registering.

Order and Choice of Work

First Year

1. The student must take three courses from the following group each semester:
   a. RHE 306
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum
   c. Courses in a foreign language. Students in education of the deaf/hearing-impaired are encouraged to take American Sign Language.
   d. Courses that meet flag requirements.

2. Communication 301E

3. Enough additional coursework to raise the student’s course load to fifteen or sixteen hours each semester. Courses should be chosen with the guidance of a college advisor.

Second Year

1. The student must take three courses from the following group each semester; four are recommended:
   a. English 316L, 316M 316N, or 316P.
   b. Courses to be counted toward the American history, American and Texas government, social and behavioral sciences, mathematics, visual and performing arts, and science and technology requirements of the core curriculum.
   c. Courses in the foreign language, unless the language requirement has been fulfilled.
   d. Courses that meet flag requirements.

2. Communication 302E

3. Speech, Language, and Hearing Sciences 306K (for students in speech/language pathology or audiology) or 308K (for students in education of the deaf/hearing-impaired) and other lower-division courses in speech, language, and hearing sciences recommended by the student’s advisor.

4. Enough additional coursework, if needed, to raise the student’s course load to 15 or 16 hours each semester.

Third and Fourth Years

1. Any remaining courses in the core curriculum and the prescribed work.
2. The remaining courses listed as major requirements.
3. Enough additional coursework to raise the student’s course load to 15 or 16 hours each semester.

Minor and Certificate Programs

Policy for Moody College Students

While a minor is not required as part of any communication degree program, students may choose to complete a minor in any field to which they gain entry. A student may declare only one minor or certificate to supplement the Moody major(s); exceptions must be approved by the student dean. Moody students must declare their minor/certificate intentions before they have completed 65% of their degree requirements.
as indicated on the Interactive Degree Audit (IDA); exceptions must be approved by the student dean.

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor or certificate, including a comprehensive list of minors and certificates, please visit the Minor and Certificate Programs (p. 13) section of the Undergraduate Catalog.

Minors Offered

Communicating for Development and Philanthropy Minor

The minor is open to all undergraduate students at The University of Texas at Austin who have an overall GPA of at least 2.5. The minor requires 18 hours of coursework, including at least nine hours completed in residence and nine hours taken at the upper-division level. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a grade of C- or better (or CR for courses offered only on a pass/fail basis) will be counted. If demand exceeds space available, the Moody College reserves the right to select students based on a review of their academic record.

The requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLD 330  Philanthropy Capstone</td>
<td>3</td>
</tr>
<tr>
<td>CMS 306M  Professional Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>CMS 321D  Communicating for Development and Philanthropy</td>
<td>3</td>
</tr>
</tbody>
</table>

Three hours from the following:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS 337  Building Sales Relationships</td>
<td></td>
</tr>
<tr>
<td>MKT 320F  Foundations of Marketing</td>
<td></td>
</tr>
<tr>
<td>MKT 337  Principles of Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Three hours from the following list, focusing on communicating about social issues:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 320  Integrated Communication for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>or P R 320  Integrated Communication for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>ADV 322  Health Communication: Messages, Campaigns, and the Media</td>
<td></td>
</tr>
<tr>
<td>or P R 322  Health Communication: Messages, Campaigns, and the Media</td>
<td></td>
</tr>
<tr>
<td>ADV 323  Public Communication of Science and Technology</td>
<td></td>
</tr>
<tr>
<td>or P R 323  Public Communication of Science and Technology</td>
<td></td>
</tr>
<tr>
<td>ADV 324  Communicating Sustainability</td>
<td></td>
</tr>
<tr>
<td>or P R 324  Communicating Sustainability</td>
<td></td>
</tr>
<tr>
<td>ADV 336  Multicultural Issues in Advertising and Public Relations (any topic)</td>
<td></td>
</tr>
<tr>
<td>ADV 378  Advanced Studies in Advertising (Topic 37: Social Enterprise Branding)</td>
<td></td>
</tr>
<tr>
<td>CMS 332K  Theories of Persuasion</td>
<td></td>
</tr>
<tr>
<td>CMS 340K  Communication and Social Change</td>
<td></td>
</tr>
<tr>
<td>CMS 342K  Political Communication</td>
<td></td>
</tr>
<tr>
<td>CMS 340M  Social Media and Social Movement: Then and Now</td>
<td></td>
</tr>
</tbody>
</table>

- A three-hour internship course with a focus on development or philanthropy. 1

Communication and Social Change Minor

The minor is open to all undergraduate majors at The University of Texas at Austin and requires 18 semester hours of coursework. Nine hours must be taken at the upper-division level, and at least nine hours must be taken in residence. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a C- or better (or CR for courses offered only on a pass/fail basis) will be counted toward the minor. If demand exceeds space available, the Moody College reserves the right to select students based on a review of their academic record.

The requirements for the minor are as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 323  Communication Internship (Topic 2: Social Change Internship)</td>
<td>3</td>
</tr>
</tbody>
</table>

Fifteen additional hours to be chosen from the following:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 320  Integrated Communication for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>or P R 320  Integrated Communication for Nonprofit Organizations</td>
<td></td>
</tr>
<tr>
<td>ADV 322  Health Communication: Messages, Campaigns, and the Media</td>
<td></td>
</tr>
<tr>
<td>or P R 322  Health Communication: Messages, Campaigns, and the Media</td>
<td></td>
</tr>
<tr>
<td>ADV 323  Public Communication of Science and Technology</td>
<td></td>
</tr>
<tr>
<td>or P R 323  Public Communication of Science and Technology</td>
<td></td>
</tr>
<tr>
<td>ADV 324  Communicating Sustainability</td>
<td></td>
</tr>
<tr>
<td>or P R 324  Communicating Sustainability</td>
<td></td>
</tr>
<tr>
<td>ADV 336  Multicultural Issues in Advertising and Public Relations (any topic)</td>
<td></td>
</tr>
<tr>
<td>CMS 340K  Communication and Social Change</td>
<td></td>
</tr>
<tr>
<td>CMS 342K  Political Communication</td>
<td></td>
</tr>
<tr>
<td>CMS 354  Conflict Resolution</td>
<td></td>
</tr>
<tr>
<td>J 315R  Contemporary Representation in Media</td>
<td></td>
</tr>
<tr>
<td>J 341J  Minorities and the Media</td>
<td></td>
</tr>
<tr>
<td>J 342G  Reporting the World: A Critical Examination of the United States News Media</td>
<td></td>
</tr>
<tr>
<td>J 348D  Gender and the News</td>
<td></td>
</tr>
<tr>
<td>J 351F  Journalism, Society, and the Citizen Journalist</td>
<td></td>
</tr>
<tr>
<td>J 358S  Communicating Social Change</td>
<td></td>
</tr>
</tbody>
</table>

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1. Students must have their internship reviewed and approved by the faculty committee for the Minor in Communicating for Development and Philanthropy.
### Communication Studies Minor

This minor is open only to students who do not have a major in Moody College. The minor requires 18 hours of coursework, including at least nine hours completed in residence. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a grade of C- or better (or CR for courses offered only on a pass/fail basis) will be counted. Students must earn a 2.0 minimum GPA in courses counting toward the minor. The Department of Communication Studies reserves the right to limit the number of students accepted as communication studies minors.

The course requirements are as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS 306M Professional Communication Skills</td>
<td>3</td>
</tr>
<tr>
<td>CMS 315M Interpersonal Communication Theory</td>
<td>3</td>
</tr>
<tr>
<td>Twelve additional hours in Communication Studies</td>
<td>12</td>
</tr>
</tbody>
</table>

### Global Communication Minor

This minor is open only to students in the Moody College of Communication. At least nine hours must be completed in residence and at least six hours must be taken at the upper-division level. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Students must earn a grade of at least a C (or CR for courses offered only on a pass/fail basis) in each course counted toward fulfillment of the minor requirements.

The minor requires 15 semester hours of coursework. The requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 323 Communication Internship (Topic 3: Global Experience)</td>
<td>3</td>
</tr>
<tr>
<td>Twelve hours of coursework selected from the list below:</td>
<td>12</td>
</tr>
<tr>
<td>ADV 334 International Advertising</td>
<td></td>
</tr>
<tr>
<td>CMS 314L Language, Communication, and Culture</td>
<td></td>
</tr>
<tr>
<td>CMS 323R Rhetoric: East and West</td>
<td></td>
</tr>
<tr>
<td>CMS 355K Intercultural Communication</td>
<td></td>
</tr>
<tr>
<td>J 328S Reporting en Espanol</td>
<td></td>
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<tr>
<td>J 340F Covering the Global Economy</td>
<td></td>
</tr>
<tr>
<td>J 340G Reporting Asia: A Foreign Correspondent’s Framework</td>
<td></td>
</tr>
<tr>
<td>J 340J Documentary Tradition of Latin America</td>
<td></td>
</tr>
<tr>
<td>J 342G Reporting the World: A Critical Examination of the United States News Media</td>
<td></td>
</tr>
<tr>
<td>J 345G Human Rights Journalism</td>
<td></td>
</tr>
<tr>
<td>J 346G Domestic Issues and Global Perspective</td>
<td></td>
</tr>
<tr>
<td>J 347F Reporting Latin America</td>
<td></td>
</tr>
</tbody>
</table>

### Health Communication Minor

This minor is open to all students at The University of Texas at Austin. The Moody College reserves the right to limit the number of students accepted into this minor by instituting a competitive application process. Applicants may be judged on such factors as grade point average, prior coursework taken, prior experience in the field, and response to essay prompts.

The minor requires 16 semester hours of coursework including nine hours to be completed in residence. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a C- or better (or CR for courses offered only on a pass/fail basis) will be counted toward the minor. Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hours of Interpersonal Communication:</td>
<td>3</td>
</tr>
<tr>
<td>CMS 330 Interpersonal Health Communication</td>
<td></td>
</tr>
<tr>
<td>CMS 332 Argumentation and Advocacy</td>
<td></td>
</tr>
<tr>
<td>CMS 332K Theories of Persuasion</td>
<td></td>
</tr>
<tr>
<td>CMS 344K Lying and Deception</td>
<td></td>
</tr>
<tr>
<td>CMS 358 Communication and Personal Relationships</td>
<td></td>
</tr>
<tr>
<td>HDF 337 Personal Relationships</td>
<td></td>
</tr>
<tr>
<td>HDF 266C Guidance in Adult-Child Relationships and Guidance in Adult Child Relationships Lab</td>
<td></td>
</tr>
<tr>
<td>Three hours of Organizational Communication:</td>
<td>3</td>
</tr>
<tr>
<td>CMS 341 Digital Communications</td>
<td></td>
</tr>
<tr>
<td>CMS 353S Social Media and Organizations</td>
<td></td>
</tr>
<tr>
<td>CMS 357 Family Communication</td>
<td></td>
</tr>
<tr>
<td>HDF 313 Child Development</td>
<td></td>
</tr>
<tr>
<td>or WGS 313 Child Development</td>
<td></td>
</tr>
<tr>
<td>HDF 347 Socioeconomic Problems of Families</td>
<td></td>
</tr>
<tr>
<td>HDF 378L Theories of Child and Family Development</td>
<td></td>
</tr>
<tr>
<td>N 310 Communication in Health Care Settings</td>
<td></td>
</tr>
</tbody>
</table>

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1. Or an approved substitution of study abroad coursework or internship coursework done while studying abroad.
2. Three hours may be substituted with experiential learning courses to be petitioned by the student for credit.
Six additional upper-division hours from the above areas of which three hours must be from outside the student’s major college.

**Journalism and Media Minor**

In order to apply for a Journalism and Media Minor, a student must have at least a 2.75 GPA and have completed Journalism 301F and earned at least a C-. The School of Journalism and Media reserves the right to limit the number of students accepted as Journalism and Media minors. If demand exceeds space available, students will be selected based on a review of their academic record, particularly performance in Journalism 301F. At least 12 hours must be taken in residence and for a letter grade (no pass/fail). Students must earn a C- or better in Journalism 301F, and 302F or 313P.

The minor requires 15 hours of coursework, including at least six upper-division hours. Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>J 301F Fundamental Issues in Journalism</td>
<td>3</td>
</tr>
<tr>
<td>J 302F Digital Storytelling Basics</td>
<td>3</td>
</tr>
<tr>
<td>J 313P Multimedia News Reporting</td>
<td></td>
</tr>
<tr>
<td>Nine additional hours from the following:</td>
<td>9</td>
</tr>
<tr>
<td>J 308D Data, Privacy, and You</td>
<td></td>
</tr>
<tr>
<td>J 308F Analyzing Media Bias</td>
<td></td>
</tr>
<tr>
<td>J 330J Advanced Photo Editing and Design</td>
<td></td>
</tr>
</tbody>
</table>
Latino Media Arts & Studies Minor

The Latino Media Arts & Studies Minor is open to all undergraduate students at The University of Texas at Austin. The minor requires 18 hours of coursework, including at least nine hours completed in residence. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a grade of C- or better (or CR for courses offered only on a pass/fail basis) will be counted.

Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RTF 323C</td>
<td>Screening Race</td>
</tr>
<tr>
<td>Six hours of upper-division coursework chosen from the following:</td>
<td>6</td>
</tr>
<tr>
<td>ADV 334</td>
<td>International Advertising</td>
</tr>
<tr>
<td>J 328S</td>
<td>Reporting en Espanol</td>
</tr>
<tr>
<td>J 334F</td>
<td>Oral History as Journalism</td>
</tr>
<tr>
<td>J 334N</td>
<td>Oral History in Multimedia Storytelling</td>
</tr>
<tr>
<td>J 341J</td>
<td>Minorities and the Media</td>
</tr>
<tr>
<td>J 347F</td>
<td>Reporting Latin America</td>
</tr>
<tr>
<td>J 351G</td>
<td>Introduction to Global Media</td>
</tr>
<tr>
<td>J 354F</td>
<td>Journalism and Press Freedom in Latin America</td>
</tr>
<tr>
<td>J 354L</td>
<td>Mapping Latino Culture in East Austin</td>
</tr>
</tbody>
</table>

Six additional hours of upper- or lower-division coursework in the Department of Mexican American & Latina/o Studies or in the Teresa Lozano Long Institute of Latin American Studies.

Media and Entertainment Industries Minor

This program is open only to students who are not majoring in radio-television-film. Applicants must have a 2.5 cumulative grade point average. The Radio-Television-Film Department reserves the right to limit the number of students accepted as media and entertainment industries minors. If demand exceeds space available, students will be selected based on such factors as GPA, prior coursework taken, prior experience in the field, and response to essay prompts. Acceptance into the minor does not come with preference or guarantee of a seat in any RTF course.

The minor requires 15 hours of coursework, with at least nine hours being upper-division and at least nine hours completed in residence. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a C- or better (or CR for courses offered only on a pass/fail basis) will be counted toward the minor.

Courses that appear in multiple lists may only be counted once. If a student chooses to take a six-hour internship course, only three of the hours may count toward the minor. Six hours of non-internship coursework taken during the Semester in Los Angeles Program may be counted toward the minor. Students must petition in advance if they wish to substitute another internship course number in place of Radio-Television-Film 330N.

Students must take the following coursework:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hours from the following:</td>
<td>3</td>
</tr>
<tr>
<td>RTF 303C</td>
<td>Introduction to Media and Entertainment Industries</td>
</tr>
<tr>
<td>RTF 347P</td>
<td>The Business of Hollywood</td>
</tr>
<tr>
<td>Three hours from the following:</td>
<td>3</td>
</tr>
<tr>
<td>RTF 303C</td>
<td>Introduction to Media and Entertainment Industries</td>
</tr>
</tbody>
</table>
RTF 330N Internship in Media Industries
RTF 347P The Business of Hollywood
RTF 350L Semester in Los Angeles Internship
RTF 650L Semester in Los Angeles Internship
RTF 367K Producing Film and Television

Nine hours from the following: 9

RTF 303C Introduction to Media and Entertainment Industries
RTF 321C History of American Television
RTF 331K Film, Video, and Television Theory (Topic 8: Transmedia Storytelling)
RTF 333 Introduction to Screenwriting
RTF 335 Television Analysis and Criticism (Topic 3: Contemporary Television Criticism)
RTF 342S Topics in Global Media (Topic 1: Global Hollywood)
RTF 345 Studies in Media Industries (Topic 7: British Film and Television)
RTF 347P The Business of Hollywood
RTF 348 Studies in Media Industries (Topic 2: Semester in Los Angeles: Development Process of Film and Television)
RTF 348 Studies in Media Industries (Topic 3: Semester in Los Angeles: Inside the Music Industry)
RTF 348 Studies in Media Industries (Topic 4: Semester in Los Angeles: New Media and Emerging Entertainment)
RTF 359 Studies in Media and Culture (Topic 3: Asian American Media Cultures)
RTF 365 Topics in Media and Society (Topic 9: Media Industries and Entrepreneurship)
RTF 367K Producing Film and Television
RTF 377H Advanced Topics in Media Studies (Topic 1: Media and Popular Culture)

Production and screenwriting courses offered in the Radio-Television-Film Department do not count toward the Media Studies Minor.

Students must take the following coursework:

**Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hours from the following:</td>
<td>3</td>
</tr>
<tr>
<td>RTF 301N</td>
<td>Introductory Topics in Radio-Television-Film (any topic) 1</td>
</tr>
<tr>
<td>RTF 321C</td>
<td>History of American Television</td>
</tr>
<tr>
<td>RTF 321D</td>
<td>Film History to 1960</td>
</tr>
<tr>
<td>RTF 322D</td>
<td>Film History 1960 to Present</td>
</tr>
<tr>
<td>RTF 323C</td>
<td>Screening Race</td>
</tr>
<tr>
<td>RTF 324C</td>
<td>Introduction to Global Media</td>
</tr>
<tr>
<td>RTF 326C</td>
<td>Tech Culture</td>
</tr>
<tr>
<td>RTF 328C</td>
<td>Gender and Media Culture</td>
</tr>
<tr>
<td>RTF 331P</td>
<td>Topics in New Communication Technologies (Topic 3: Internet Cultures)</td>
</tr>
</tbody>
</table>

Six hours from the following: 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>RTF 321C</td>
<td>History of American Television</td>
</tr>
<tr>
<td>RTF 321D</td>
<td>Film History to 1960</td>
</tr>
<tr>
<td>RTF 322D</td>
<td>Film History 1960 to Present</td>
</tr>
<tr>
<td>RTF 323C</td>
<td>Screening Race</td>
</tr>
<tr>
<td>RTF 324C</td>
<td>Introduction to Global Media</td>
</tr>
<tr>
<td>RTF 326C</td>
<td>Tech Culture</td>
</tr>
<tr>
<td>RTF 328C</td>
<td>Gender and Media Culture</td>
</tr>
<tr>
<td>RTF 331K</td>
<td>Film, Video, and Television Theory (any topic)</td>
</tr>
<tr>
<td>RTF 331P</td>
<td>Topics in New Communication Technologies (any topic)</td>
</tr>
<tr>
<td>RTF 331R</td>
<td>Topics in New Media (any topic)</td>
</tr>
<tr>
<td>RTF 335</td>
<td>Television Analysis and Criticism (any topic)</td>
</tr>
<tr>
<td>RTF 342</td>
<td>Topics in Global Media (any topic)</td>
</tr>
<tr>
<td>RTF 342S</td>
<td>Topics in Global Media (any topic)</td>
</tr>
<tr>
<td>RTF 345</td>
<td>Studies in Film History (any topic)</td>
</tr>
<tr>
<td>RTF 345C</td>
<td>Experimental Media and the Art of Disruption</td>
</tr>
<tr>
<td>RTF 347</td>
<td>Film Analysis and Criticism (any topic)</td>
</tr>
<tr>
<td>RTF 347P</td>
<td>The Business of Hollywood</td>
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<tr>
<td>RTF 352</td>
<td>Global Media and Area Studies (any topic)</td>
</tr>
<tr>
<td>RTF 359</td>
<td>Studies in Media and Culture (any topic)</td>
</tr>
<tr>
<td>RTF 359S</td>
<td>Studies in Media and Culture (any topic)</td>
</tr>
<tr>
<td>RTF 365</td>
<td>Topics in Media and Society (any topic)</td>
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<tr>
<td>RTF 368S</td>
<td>Undergraduate Thesis (Topic 2: Media Studies Thesis)</td>
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<tr>
<td>RTF 370</td>
<td>Film Analysis and Criticism (any topic)</td>
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<tr>
<td>RTF 377H</td>
<td>Advanced Topics in Media Studies (any topic)</td>
</tr>
<tr>
<td>RTF 377S</td>
<td>Advanced Topics in Media Studies with Screenings (any topic)</td>
</tr>
</tbody>
</table>

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**Media Studies Minor**

This minor is open only to students who are not majoring in radio-television-film. Applicants must have a 2.5 cumulative grade point average. The Radio-Television-Film Department reserves the right to limit the number of students accepted as media studies minors. If demand exceeds space available, students will be selected based on a review of the applicant's academic record. Acceptance into the minor does not come with preference or guarantee of a seat in any RTF course.

The minor requires 15 hours of coursework, including at least nine hours completed in residence. Courses that appear in multiple groupings may only be counted once. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a C- or better (or CR for courses offered only on a pass/fail basis) will be counted toward the minor.
1. No more than three hours of Radio-Television-Film 301N may count toward the minor.

**Professional Sales and Business Development Minor**

The Professional Sales and Business Development Minor is sponsored by the McCombs School of Business and the Moody College of Communication; it is administered by the McCombs School of Business. Information regarding the specific requirements of the minor can be found in the McCombs School of Business’s *Minor and Certificate Programs* (p. 68) section of the Undergraduate Catalog.

**Science Communication Minor**

This minor is open only to students with majors in the College of Natural Sciences or the Moody College of Communication. To declare the Science Communication Minor, a student must have at least a 2.5 cumulative grade point average. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a C- or better (or CR for courses offered only on a pass/fail basis) will be counted toward the minor.

The minor requires 18 semester hours of coursework. At least nine hours must be taken at the upper-division level and at least nine hours must be taken in residence.

The minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADV 323</td>
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</tr>
<tr>
<td>P R 323</td>
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</tr>
<tr>
<td>CMS 306M</td>
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<tr>
<td>CMS 313M</td>
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<td>CMS 315M</td>
<td></td>
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<tr>
<td>CMS 322K</td>
<td></td>
</tr>
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<td>CMS 332K</td>
<td></td>
</tr>
<tr>
<td>CMS 334K</td>
<td></td>
</tr>
<tr>
<td>CMS 342K</td>
<td></td>
</tr>
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<td>CMS 345</td>
<td></td>
</tr>
<tr>
<td>J 301F</td>
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</tr>
<tr>
<td>Three hours of Foundations courses:</td>
<td>3</td>
</tr>
<tr>
<td>ADV 324</td>
<td></td>
</tr>
<tr>
<td>P R 324</td>
<td></td>
</tr>
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<td>CMS 306M</td>
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<td>CMS 315M</td>
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<td>CMS 332K</td>
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<td>CMS 342K</td>
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</tr>
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<td>CMS 345</td>
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</tr>
<tr>
<td>Three hours of Skills courses:</td>
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<td>CMS 316L</td>
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<td>CMS 345G</td>
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<td>COM 323</td>
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<td>J 336F</td>
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<td>J 346F</td>
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<td>Three hours of Ethics and Leadership courses:</td>
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</tbody>
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### Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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<tr>
<td>ADV/P R 378S</td>
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<td>CMS 322E</td>
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<td>CMS 332</td>
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<td>CMS 344K</td>
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<td>CMS 353C</td>
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<tr>
<td>Six additional hours of coursework chosen from the</td>
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<tr>
<td>Foundations, Skills, and Ethics and Leadership</td>
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<tr>
<td>course lists.</td>
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</table>

**Sports Media Minor**

The minor requires 18 semester hours of coursework. Nine hours must be taken at the upper-division level and at least nine hours must be taken in residence. All courses must be taken for a letter grade, unless the course is only offered on the pass/fail basis. Only courses with a C- or better (or CR for courses offered only on a pass/fail basis) will be counted toward the minor.

The requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ADV/P R 378S</td>
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<td>CMS 363C</td>
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</tr>
<tr>
<td>CMS 363P</td>
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<td>J 326F</td>
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<td>KIN 352K</td>
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<tr>
<td>KIN 352K</td>
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<td>KIN 354</td>
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<td>KIN 355</td>
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<tr>
<td>RTF 359</td>
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<tr>
<td>ADV/P R 378S</td>
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<td>AFR 374D</td>
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<tr>
<td>EDC 373</td>
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<td>KIN 347</td>
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<td>KIN 352K</td>
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<td>KIN 355</td>
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</tr>
<tr>
<td>RTF 359</td>
<td></td>
</tr>
</tbody>
</table>

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1. No more than six semester hours of Kinesiology 352K may be counted.
Courses for Teacher Preparation

The college does not currently offer a teaching certification program for any of its degrees. Students who wish to pursue teacher certification should consult the teacher certification officer in the College of Education.

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed at the college level: Communication (COM) and Communication and Leadership (CLD).

For courses offered by each department within the Moody College of Communication, please see the corresponding department page in the following sections.

Stan Richards School of Advertising and Public Relations

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Stan Richards School of Advertising and Public Relations: Advertising (ADV) and Public Relations (P.R).

Department of Communication Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Communication Studies: Communication Studies (CMS).

School of Journalism and Media

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the School of Journalism and Media: Journalism (J).

Department of Radio-Television-Film

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Radio-Television-Film: Radio-Television-Film (RTF).

Department of Speech, Language, and Hearing Sciences

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Speech, Language and Hearing Sciences: Speech, Language, and Hearing Sciences (SLH).
College of Education

Charles Martinez, PhD, Dean, College of Education
Sherry Field, PhD, Associate Dean for Faculty and Academic Affairs
Beth Maloch, PhD, Associate Dean for Administration and Educator Preparation
Richard Reddick, PhD, Associate Dean for Equity, Community Engagement, and Outreach
Alexandra Loukas, PhD, Interim Associate Dean for Research and Graduate Studies
Richard Hogeda, M.ED, Assistant Dean for Student Affairs
C.J. Keudell, M.S., Assistant Dean for Financial Affairs
Stacey Oliver, MAT, Assistant Dean for Development

https://education.utexas.edu

General Information

Mission

The University of Texas at Austin, through the College of Education, is committed to the preparation of teachers and other educators who are dedicated to the employment and advancement of education for all people. In pursuing this mission, the College of Education performs several functions.

It is a professional school offering two teacher certification degrees. The Bachelor of Science in Applied Learning and Development allows students to pursue teacher certification for elementary (early childhood through grade six) generalist, bilingual generalist, all-level (early childhood through grade 12) or generic special education certification, or all-level physical education certification. The Bachelor of Science in Kinesiology and Health offers a major that leads to all-level physical education certification.

The college provides the professional sequence of education courses and serves as the certification agent for all University students pursuing certification to teach in Texas, whether they are enrolled in the College of Education or in another division of the University. See Preparation for Teacher Certification (p. 16) for more information. Accountability information for the teacher preparation program is given in the General Information Catalog.

The college also offers programs that do not lead to teacher certification. These programs, in youth and community studies, athletic training, exercise science, health promotion and behavioral science, physical culture and sports, and sport management, are designed to meet the professional needs of public and private educational and community service agencies and to prepare students for advanced study.

As a unit of the Graduate School, the College of Education offers courses and curricula leading to advanced professional certificates and to master’s and doctoral degrees in education. It also provides in-service training and consulting services for those engaged in the educational professions.

Departments in the college offer courses in general education as well as in various specialties suitable for students pursuing vocational objectives other than teaching.

The college is also a center for research, experimentation, and a wide variety of direct services to school systems and other educational and public service enterprises.

Facilities

The instructional and research programs of the College of Education are carried out in five buildings. The primary facility, the George I. Sánchez Building, contains classrooms, extensive computer facilities, electronic media resources, observation rooms, a learning technology center, a distance learning classroom, and faculty offices. Bellmont Hall, the primary facility for the Department of Kinesiology and Health Education, houses classrooms, research and computer laboratories, gymnasium and locker facilities, racquet sport courts, and faculty offices. College of Education faculty members and programs are also housed in Gregory Gymnasium and the Lee and Joe Jamail Texas Swimming Center, and the North End Zone.

Financial Assistance Available through the College

Scholarships as well as graduate fellowships and assistantships are available to students in the College of Education. Application for all undergraduate awards and some graduate awards should be made to the Office of the Dean, George I. Sánchez Building 216; graduate students should also inquire in their departmental offices. Generally, applications are accepted online in March for the following academic year.

Student Services

The Office of the Dean of the College of Education provides a variety of student services, including maintenance of student records, academic counseling, certification counseling, and official evaluations of the student’s academic standing and progress toward a degree. Students are encouraged to contact the office whenever they have questions about degree requirements, academic standing, teacher certification, general University regulations, or registration. The office is also a good source of general information and referral that students are urged to use when they have questions or problems of any nature.

Academic Advising

The College of Education encourages all students to see their advisers at least once a semester for a comprehensive discussion of their programs. Academic advisers are available in George I. Sánchez Building 216.

Career Services

The College of Education offers career services to assist University students in making informed career choices. Education Career Services makes job search materials, events, and counseling accessible to students on a regular basis. Information about these services is available at https://education.utexas.edu/about/college-offices/career-services.

The College of Education offers career services to assist University students in making informed career choices. Education Career Services makes job search materials, events, and counseling accessible to students on a regular basis. Information about these services is available at https://education.utexas.edu/about/college-offices/career-services.

As a complement to the assistance available from the college, the University’s Sanger Learning Center and the Center for Strategic Advising and Career Counseling in the School of Undergraduate Studies provide comprehensive career services to all students. The centers offer professional assistance to all University students in choosing or changing their majors or careers, seeking an internship, and planning for the job search or for graduate study.

Student Organizations

The Education Council is the official channel for student participation in policy formulation and evaluation and in development of student activities in the college. Voluntary organizations in the college include the Bilingual Education Student Organization, the Texas Health Promotion Club, the Kinesiology Club, Longhorn Athletic Training Student Association, Minorities in Education, the Student Council for Exceptional
Children, and Teachers of Tomorrow. Pi Lambda Theta, Phi Delta Kappa, and Kappa Delta Pi are honorary organizations for men and women.

Education Scholars

The Education Scholars program is for select students admitted to the College of Education at the University of Texas at Austin. Participation in the two-year program is by invitation only, with the aim to provide the benefits of a small college atmosphere while preparing students to become future leaders of the College of Education. For more information, see https://education.utexas.edu/students/undergraduate-students/enhancing-your-degree/texas-education-scholars.

Admission and Registration

Admission

Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is given in the General Information Catalog. Information about admission to teacher preparation programs and to majors in the Department of Kinesiology and Health is available in the Office of the Dean, George I. Sánchez Building 216.

Admission to majors in kinesiology is restricted for internal transfer students. Students should see an adviser in the Office of the Dean, George I. Sánchez Building 216 for information.

Admission to the Professional Development Sequence

All students seeking teacher certification must complete a sequence of professional development courses. Admission to the Professional Development Sequence is restricted. Space availability may be a factor in the admission decision, as well as academic performance, completion of prerequisite courses, documented evidence of proficiency in reading and in oral and written communication, and the number of hours the student needs, at the time of application, to complete the program.

For students seeking early childhood through grade six, all-level generic special education, or all-level physical education certification, admission to the Professional Development Sequence is competitive and there is a specific University grade point average, as well as mandated grades in prerequisite courses required. Additionally, students seeking early childhood through grade six and all-level generic special education certification may only lack one class outside the sequence when they enter the Professional Development Sequence. To progress within the sequence, and to complete the sequence, the student must maintain a specific University grade point average and must earn the appropriate grade in each course in the sequence. Students are encouraged to speak to an adviser in the Office of the Dean, George I. Sánchez Building 216 for additional information about these requirements.

For students in other teacher certification programs, requirements for admission to and continuation in the Professional Development Sequence are set by the college in which the student majors.

Registration

The General Information Catalog gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The Course Schedule, published before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and the General Information Catalog are published on the registrar’s website.

Academic Policies and Procedures

Honors

University Honors

The designation University Honors, awarded at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered. Criteria for University Honors are given in the General Information Catalog.

Graduation with University Honors

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors. Criteria for graduation with University Honors are given in the General Information Catalog.

Graduation

Special Requirements of the College

All students must fulfill the General Requirements (p. 19) for graduation. In addition, students in the College of Education must be registered in the college either in residence or in absencia the semester or summer session the degree is to be awarded and must apply to the dean for the degree no later than the date specified in the official academic calendar. The student must have an official degree audit on file prior to applying for the degree.

Applying for Graduation

Each student seeking a degree from the College of Education should apply for an official degree audit in the Student Dean's Office, George I. Sánchez Building 216. The degree audit is essential to ensure that the student meets all the degree requirements given in a catalog under which he or she is eligible to graduate.

In the final semester or summer session, a candidate for graduation must apply for the degree by the deadline given in the official academic calendar.

Degrees and Programs

General Requirements

1. All College of Education students seeking teacher certification must complete the entire Professional Development Sequence of coursework in residence. Residence credit includes only courses taken at the University; it does not include credit by examination, courses taken by extension or correspondence, or courses taken at another institution.

2. State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

3. Except as otherwise indicated, credit by examination is treated like any other earned credit in meeting degree requirements.

4. With the exception of credit earned by examination, each course counted toward the degree or toward certification requirements must
be taken on the letter-grade basis, unless the course is offered only on the pass/fail basis.

5. To graduate, all students must have a University grade point average of at least 2.00.

**Applicability of Certain Courses**

**Physical Activity Courses**

Physical activity (PED) courses are offered by the Department of Kinesiology and Health Education. Up to three semester hours of physical activity coursework may be counted as electives toward any College of Education degree. All physical activity courses are counted among courses for which the student is enrolled, and the grades are included in the grade point average.

**ROTC Courses**

A maximum of 12 semester hours of credit in air force science, military science, or naval science may be used as free electives in any degree plan of the College of Education.

**Concurrent Enrollment and University Extension Courses**

In the semester they plan to graduate, students may not take any course to be counted toward the degree at another institution or through University Extension; students who plan to graduate at the end of the summer session may request approval to take transfer work only in the first summer term.

**Curriculum and Instruction Coursework**

Admission to the Professional Development Sequence of upper-division courses for teacher certification requires formal acceptance. Information about admission requirements is available from the Office of the Dean, George I. Sánchez Building 216.

**Teacher Certification**

Please see the Preparation for Teacher Certification (p. 16).

**UTeach-Urban Teachers**

UTeach-Urban Teachers is a teacher preparation program for students seeking teacher certification for secondary in English or social studies. UTeach-Urban Teachers offers a three-semester program for undergraduate students, beginning the summer before their senior year, for students working towards a bachelor’s degree in English, history, geography, government, economics, or other humanities disciplines. UTeach-Urban Teachers also offers a Masters of Education degree program with teacher certification for students seeking teacher certification while pursuing a masters. These programs are designed to help English and social studies teacher candidates develop knowledge, skills, and dispositions to support teaching and learning in linguistically and culturally diverse urban settings. Program advising is housed in the College of Education. Information is available on the UTeach-Urban Teachers website and from the College of Education advising office.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

For students seeking secondary teacher certification in English:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 339E</td>
<td>3</td>
</tr>
</tbody>
</table>

**Bachelor of Science in Applied Learning and Development**

The curriculum for the degree has four components: (a) the University-wide core curriculum; (b) prescribed work for the Bachelor of Science in Applied Learning and Development; (c) major requirements; and (d) electives. Students choose one of three majors: early childhood through grade six ESL generalist, which can lead to early childhood through grade six generalist certification or early childhood through grade six bilingual generalist certification; all-level generic special education, which can lead to all-level generic special education certification; or youth and community studies, which does not lead to teacher certification.

The youth and community studies major requires 120 hours of coursework; the early childhood through grade six ESL generalist major requires 124 hours of coursework; and the all-level generic special education major requires 127 hours of coursework. Students in all majors must complete at least 36 hours of upper-division coursework.

**Core Curriculum**

All students must complete the University’s Core Curriculum. In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags (p. 23).

1. Writing: three flagged courses beyond the 306 or its equivalent. Applied Learning and Development 328 carries a writing flag.
2. Quantitative Reasoning: one flagged course
3. Global cultures: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

In some cases, a course that is required for the Bachelor of Science in Applied Learning and Development may also be counted toward the Core...
Curriculum; these courses are identified above. Courses used to fulfill flag requirements may also be used to fulfill other requirements.

Prescribed Work

All students must complete the following requirements. The youth and community studies major requires modifications to the prescribed work; these are described in the section for the major below.

1. Applied Learning and Development 333 or Informatics 320 (Topic 2: Children’s Literature).
2. PSY 301 or SED 303. One of these courses may also be used to fulfill the social and behavioral sciences requirement of the Core Curriculum.
3. UTeach-Natural Sciences 306J, 306K, and 306L. These courses may also be used to fulfill parts I and II of the science and technology requirement of the Core Curriculum. In addition, students must complete UTeach-Natural Sciences 306M.
4. Mathematics 316K and 316L.
5. Foreign language: Students must demonstrate proficiency in a single foreign language equivalent to that shown by completion of the second college semester in the language; proficiency is usually shown by earning credit for language courses 601D and 610D or the equivalent. Prospective Texas teachers are strongly encouraged to take Spanish to fulfill the language requirement.

All students must complete the following requirements. The youth and community studies major requires modifications to the prescribed work; these are described in the section for the major below.

1. Coursework in applied learning and development:
   a. Three semester hours in cognition and learning chosen from Applied Learning and Development 320 and 321
   b. Applied Learning and Development 322
   c. Applied Learning and Development 327
   d. Applied Learning and Development 328
   e. Applied Learning and Development 329
   f. Health Education 329K
   g. Kinesiology 314
2. A curricular specialization consisting of Curriculum and Instruction 370E (Topic 1: Reading), 370E (Topic 2: Language Arts), 370E (Topic 20: Teaching English as a Second Language), and either Special Education 378R or Curriculum and Instruction 371R
3. The Professional Development Sequence described below. Admission to the Professional Development Sequence is restricted; admission requirements are given in Admission to the Professional Development Sequence (p. 92).
   a. Methods courses: Curriculum and Instruction 370E (Topic 3: Science), 370E (Topic 4: Social Studies), and 370E (Topic 5: Mathematics)
   b. Curriculum and Instruction 331E
   c. Curriculum and Instruction 371G
   d. Curriculum and Instruction 950E

All-Level Generic Special Education

Students who have completed the all-level generic special education major are eligible to teach in special education classrooms from pre-kindergarten through grade twelve after meeting additional state requirements.

For this major, students must complete the following:

1. Coursework in applied learning and development and related areas:
   a. Three semester hours in human development chosen from Human Development and Family Sciences 313 and PSY 304
   b. Three semester hours in cognition and learning chosen from Applied Learning and Development 320 and 321
   c. Applied Learning and Development 322 and 327
3. The Professional Development Sequence described below. Admission to the Professional Development Sequence is restricted; admission requirements are given in Admission to the Professional Development Sequence (p. 92).
   b. Curriculum and Instruction 331E
   c. Special Education 960

Youth and Community Studies

Completion of a major in youth and community studies does not entitle the student to receive a teaching certificate.

1. The Prescribed Work, with the following modifications:
   a. A course in English or rhetoric and writing may be counted in place of Informatics 320 (Topic 2: Children’s Literature). The course used to fulfill the humanities requirement of the core curriculum may not also be counted toward this requirement.
   b. Students must take Educational Psychology 318T (Topic 5: Introduction to Career Planning)
   c. Students are not required to take UTeach-Natural Sciences 306J, 306K, 306L, and an additional natural sciences or computer science course. However, they must complete the science and technology, part I and part II, requirements of the Core Curriculum.
   d. Mathematics 316K and 316L are not required.
   e. Students must take a three-semester-hour entrepreneurship course.
2. Coursework in applied learning and development and related fields:
a. Applied Learning and Development 320, 322, 327, 329, and 331
b. Applied Learning and Development 321 or Educational Psychology 350G
c. Health Education 329K
d. Three semester hours of coursework in kinesiology or health education

3. Either a specialization in the Department of Kinesiology and Health Education, a minor outside of Applied Learning and Development, a certificate, or a track in a second field of study which consist of a minimum of 15 hours of coursework, six of which must be upper-division. No more than six hours in the minor may also be counted toward other degree requirements. Information about approved areas of study and specific courses that may be used is available in the Student Dean’s Office, George I. Sánchez Building 216.

4. Professional concentration: Fifteen semester hours selected from one of the following five concentrations: Coaching, Early Childhood, Physical Education Activity, Special Populations, Urban Teachers, and Youth and Social Services. A list of courses in each concentration is available in the Student Dean’s Office, George I. Sánchez Building 216.

Electives
Additional elective coursework may be needed to provide the total number of semester hours required for the student’s major. Students in all majors must complete at least 36 hours of upper-division coursework.

Bachelor of Science in Athletic Training

Students who plan to major in athletic training must be admitted to the Athletic Training Program (ATP). Admission is based on a competitive application process. The student’s grade point average and completion of prescribed coursework are factors in the admission decision. Applicants must also participate in the Directed Observation Program, meet a set of technical standards, pass a health assessment/physical examination, provide proof of immunizations and vaccinations, submit letters of recommendation, and submit additional application documents. More information about the admission process and requirements is available from an academic advisor and at http://www.edb.utexas.edu/education/departments/undergrad/at/atp/.

In addition to completing the coursework associated with the athletic training major, students in the ATP must participate in clinical rotations and become adept in a set of educational competencies and clinical proficiencies. Students who plan to take the Board of Certification (BOC) examination or the state licensure examination for athletic trainers must complete the ATP.

The curriculum for the degree has four components: (a) the University-wide core curriculum; (b) prescribed work; (c) major requirements; and (d) electives. A total of at least 120 semester hours of coursework is required; at least 36 hours must be in upper-division courses.

Core Curriculum
All students must complete the University’s Core Curriculum. In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags (p. 23).

1. Writing: three flagged courses beyond the 306 or its equivalent. Kinesiology 346 carries a writing flag.

2. Quantitative Reasoning: one flagged course. Kinesiology 320 carries a quantitative reasoning flag.

3. Global cultures: one flagged course

4. Cultural diversity in the United States: one flagged course

5. Ethics: one flagged course. Kinesiology 346 carries an ethics flag

6. Independent Inquiry: one flagged course

In some cases, a course that is required for the Bachelor of Science in Athletic Training may also be counted toward the core curriculum; these courses are identified below. Courses used to fulfill flag requirements may also be used to fulfill other requirements.

Prescribed Work

1. Writing: Three courses with a writing flag. These courses are identified in the Course Schedule.

2. Social science
a. PSY 301, which may also be counted toward the social and behavioral sciences requirement of the core curriculum.

3. Mathematics: Mathematics 305G or calculus. Mathematics 305G and several calculus courses may also be counted toward the mathematics requirement of the core curriculum.

4. Natural science: Many courses that fulfill this natural science requirement may also be counted toward the science and technology requirements of the core curriculum.
a. Biology 302F or 311C
b. Six hours of coursework in chemistry (304K and ch 305, or ch 301 and ch 302), physics (302K and 302L, or 309K and 309L, or 317K and 317L), or physical science (P S 303 and p s 304).

5. Classical Civilization 306M

6. Foreign language: In addition to the core curriculum requirements above, undergraduates are expected to have completed two years in a single foreign language in high school. Students without two years of high school foreign language coursework must earn credit for the second college-level course in a foreign language; this credit does not count toward the student’s degree. Students can consult with their advisor and the degree requirements to determine whether additional foreign language requirements apply to them.

Major Requirements

1. The following courses:
a. Kinesiology 312 (Topic 2: Care and Prevention of Athletic Injuries)
b. Kinesiology 219K (Topic 3: Introduction to Athletic Training)
c. Kinesiology 424K, Applied Human Anatomy
d. Kinesiology 425K, Physiology of Exercise
e. Kinesiology 320, Applied Biomechanics of Human Movement; or Kinesiology 326K, Biomechanical Analysis of Movement
f. Kinesiology 341, Therapeutic Modalities in Athletic Training
g. Kinesiology 342, Clinical Evaluation of Athletic Injuries in the Lower Body
h. Kinesiology 343, Clinical Evaluation of Athletic Injuries in the Upper Body
i. Kinesiology 344, Therapeutic Exercise and Rehabilitation Techniques: Lower Body
j. Kinesiology 344U, Therapeutic Exercise and Rehabilitation: Upper Body
k. Kinesiology 345, General Medical Conditions in Athletic Training
l. Kinesiology 346, Athletic Training Program Administration
m. Kinesiology 363, *Theory and Practice in Strength Coaching*

n. Kinesiology 140S, *Senior Seminar in Athletic Training*

2. Students enrolled in the Athletic Training Program must complete a practicum course, determined by the faculty advisor, for each semester of their clinical rotations.

3. Nine hours of coursework in kinesiology, health education, or allied health profession prerequisites.

**Electives**

Additional elective coursework may be required to provide the 120 semester hours required for the degree. Up to six hours of fieldwork may be counted toward the degree as electives. Up to three hours in physical education activity coursework (PED) may be counted as electives.

**Bachelor of Science in Kinesiology and Health**

The field of kinesiology consists of biomechanical, physiological, psychological, managerial, epidemiological, rehabilitative, and sociocultural approaches to the study of human movement and personal and public health. The Bachelor of Science in Kinesiology and Health degree program offers five majors: applied movement science, exercise science, health promotion and behavioral science, physical culture and sports, and sport management.

The applied movement science program is designed for students interested in studying human movement as a background for helping others develop motor skills, physically active lifestyles and fitness. Students who successfully complete the physical education activity tracking plan can be recommended for teacher certification in physical education. The exercise science program is appropriate preparation for further study in sport and exercise sciences or in movement-related areas such as physical therapy and sport medicine. The health promotion and behavioral science major is designed to prepare graduates for a number of professions including public health, community health promotion, university/college health services, government agencies, voluntary health agencies, corporate fitness and wellness, and healthcare centers. The sport management major is designed for students who are interested in the organization, marketing, and management of sport and/or entertainment programs. The physical culture and sports major is designed to prepare students for graduate school and/or careers related to a social science approach to sport and exercise.

The curriculum for the degree has four components: (a) the University-wide Core Curriculum; (b) prescribed work for the Bachelor of Science in Kinesiology and Health; (c) major requirements, which include a minor or specialization; and (d) electives. More information, including a list of specializations and minors, is available from the College of Education Student Dean's Office, George I. Sánchez Building 216.

A total of at least 120 semester hours of coursework is required for the Bachelor of Science in Kinesiology and Health. For all majors, at least 36 hours must be in upper-division coursework.

**Core Curriculum**

All students must complete the University’s Core Curriculum. In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags (p. 23).

1. Writing: three flagged courses beyond Rhe 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global cultures: one flagged course
4. Cultural diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

In some cases, a course that is required for the Bachelor of Science in Kinesiology and Health may also be counted toward the Core Curriculum; these courses are identified above. Courses used to fulfill flag requirements may also be used to fulfill other requirements.

**Prescribed Work**

All students must complete the following requirements. Some majors require modifications to the prescribed work; these are described in the section for each major below.

1. **Writing:** Three courses with a writing flag. These courses are identified in the Course Schedule.
2. **Social science:**
   - PSY 301 and several social science courses that fulfill requirement b may also be counted toward the social and behavioral sciences requirement of the core curriculum.
   - a. PSY 301.
   - b. Three hours of coursework in anthropology, economics, geography, linguistics, or sociology.
3. **Mathematics:** Three hours of coursework in mathematics. Several courses that fulfill this requirement may also be counted toward the mathematics requirement of the core curriculum.
   - a. Biology 302F or 311C.
   - b. Six hours of coursework in chemistry.
   - c. Six additional hours chosen from astronomy, biology, chemistry, computer applications, computer science, geological sciences, mathematics, physical science, physics, experimental psychology, physical anthropology, physical geography, history of science, and philosophy of science.
4. **Natural science:**
   Many courses that fulfill this natural science requirement may also be counted toward the science and technology requirements of the core curriculum.
   - a. Biology 302F or 311C.
   - b. Six hours of coursework in chemistry.
   - c. Six additional hours chosen from astronomy, biology, chemistry, computer applications, computer science, geological sciences, mathematics, physical science, physics, experimental psychology, physical anthropology, physical geography, history of science, and philosophy of science.
5. In addition to the core curriculum requirements above, undergraduates are expected to have completed two years in a single foreign language in high school. Students without two years of high school foreign language coursework must earn credit for the beginning level proficiency in a foreign language; this credit does not count toward the student’s degree. Students should consult their advisors to determine whether additional foreign language requirements apply to them. A list of acceptable substitute courses is available in the Student Dean’s Office, George I. Sánchez Building 216.

**Major Requirements**

All students seeking the Bachelor of Science in Kinesiology and Health must complete the following 12 semester-hour core, so that they are exposed to all aspects of the fields of kinesiology and health. Students will take three semester hours in Kinesiology 119 or physical education courses (the courses must require substantial physical activity) along with choosing three of the following courses.

1. Health Education 311
2. Kinesiology 310
3. Kinesiology 312M
Exercise science majors must complete the following:

1. The Prescribed Work (p. 96), with the following modifications:
   a. To fulfill the mathematics requirement, Applied Movement Science majors must complete Mathematics 305G or calculus. Mathematics 305G and several calculus courses may also be counted toward the mathematics requirement of the core curriculum.
   b. Applied movement science majors do not need to complete a course to fulfill the second part of the social science requirement (Prescribed Work 2b)
   c. In fulfilling the natural science requirement, the student must complete the following:
      i. In place of biology and chemistry, nine hours of coursework chosen from the natural science and technology Core Curriculum course list can be counted.
      ii. Applied movement science majors do not need to complete the six additional hours of natural sciences (Prescribed Work 2c).
2. Twenty-five semester hours in the cognate in applied movement science:
   a. Kinesiology 311K, Sport Psychology
   b. Kinesiology 320
   c. Kinesiology 321 or Kinesiology 425K
   d. Kinesiology 424K
   e. Eleven to twelve hours of health education or kinesiology electives
   f. In place of biology and chemistry, nine hours of coursework chosen from the natural science and technology Core Curriculum course list can be counted
3. Either a specialization in the Department of Kinesiology and Health Education, a minor outside the department, a certificate, or a track in a second field of study which consist of a minimum of 15 hours of coursework, six of which must be upper-division. No more than six hours in the minor may also be counted toward other degree requirements. Information about approved areas of study and specific courses that may be used is available in the Student Dean's Office, George I. Sánchez Building 216.

Applied Movement Science

Applied movement science majors must complete the following:

1. The Prescribed Work (p. 96), with the following modifications:
   a. To fulfill the mathematics requirement, Applied Movement Science majors must complete Mathematics 305G or calculus. Mathematics 305G and several calculus courses may also be counted toward the mathematics requirement of the core curriculum.
   b. Applied movement science majors do not need to complete a course to fulfill the second part of the social science requirement (Prescribed Work 2b)
   c. In fulfilling the natural science requirement, the student must complete the following:
      i. In place of biology and chemistry, nine hours of coursework chosen from the natural science and technology Core Curriculum course list can be counted.
      ii. Applied movement science majors do not need to complete the six additional hours of natural sciences (Prescribed Work 2c).
2. Twenty-three semester hours in the cognate in exercise science:
   a. Kinesiology 424K
   b. Kinesiology 425K
   c. Kinesiology 326K
   d. Three hours chosen from Kinesiology 321M, 335C, and 336
   e. Nine hours of exercise science electives; approved courses available in the Student Dean's Office, George I. Sánchez Building 216.
3. Either a specialization in the Department of Kinesiology and Health Education, a minor outside the department, a certificate, or a track in a second field of study which consist of a minimum of 15 hours of coursework, six of which must be upper-division. No more than six hours in the minor may also be counted toward other degree requirements. Information about approved areas of study and specific courses that may be used is available in the Student Dean's Office, George I. Sánchez Building 216.

Health Promotion and Behavioral Science

Health promotion and behavioral science majors must complete the following:

1. The Prescribed Work above, with the following modifications:
   a. In place of biology and chemistry, nine hours of coursework chosen from the natural science and technology Core Curriculum course list can be counted.
   b. Health Promotion and Behavioral Science majors do not need to complete the six additional hours of natural sciences (Prescribed Work 4c).
   c. Communication Studies 306M
2. Eighteen semester hours in the cognate in health promotion:
   a. Health Education 343
   b. Health Education 350
   c. Health Education 351
   d. Health Education 373
   e. Six hours of health promotion and behavioral science electives; approved courses available in the Student Dean's Office, George I. Sánchez Building 216.
3. Either a specialization in the Department of Kinesiology and Health Education, a minor outside the department, a certificate, or a track in a second field of study which consist of a minimum of 15 hours of coursework, six of which must be upper-division. No more than six hours in the minor may also be counted toward other degree requirements. Information about approved areas of study and specific courses that may be used is available in the Student Dean's Office, George I. Sánchez Building 216.

Exercise Science

Students who plan to major in exercise science must apply for admission to the program. A student's grade point average and completion of prescribed prerequisite coursework are factors in the admission decision. Information about admission requirements is available from an academic adviser.

Exercise science majors must complete the following:

1. The Prescribed Work described above, with the following modifications:
   a. To fulfill the mathematics requirement, exercise science majors must complete Mathematics 408C, 408K, or 408N. The calculus course may also be counted toward the mathematics requirement of the Core Curriculum.
   b. To fulfill the natural science requirement, exercise science majors must complete Biology 311C, CH 301 and CH 302, and Physics 302K and 102M. Chemistry may also be counted toward part I of the science and technology requirement of the Core Curriculum;
   c. In place of biology and chemistry, nine hours of coursework chosen from the natural science and technology Core Curriculum course list can be counted.
   d. Health Education 343
   e. Six hours of health education electives; approved courses available in the Student Dean's Office, George I. Sánchez Building 216.

Physical Culture and Sports

Physical culture and sports majors must complete the following:

1. The Prescribed Work, with the following modification to the natural science requirement:
   a. In place of biology and chemistry, nine hours of coursework chosen from the natural science and technology Core Curriculum course list can be counted.
   b. In place of six additional hours of natural science (prescribed work requirement 4c), three hours of coursework in computer applications.
2. Twenty-one semester hours in the cognate in physical culture and sports:
a. Kinesiology 312 (Topic: 5: Sport Industry in America)
b. Kinesiology 349
d. Three hours from Kinesiology 350 or Kinesiology 352K (Topic 6: Race and Sport in African-American Life), whichever is not used in 2c.
e. Kinesiology 351
f. Kinesiology 352K (Topic 32: History of Physical Culture)

3. Either a specialization in the Department of Kinesiology and Health Education, a minor outside the department, a certificate, or a track in a second field of study which consist of a minimum of 15 hours of coursework, six of which must be upper-division. No more than six hours in the minor may also be counted toward other degree requirements. Information about approved areas of study and specific courses that may be used is available in the Student Dean’s Office, George I. Sánchez Building 216.

Sport Management

Students who plan to major in sport management must apply for admission to the program. A student’s grade point average, volunteer and work experiences, and completion of prescribed prerequisite coursework are factors in the admission decision. Information about admission requirements is available from an academic advisor.

Sport management majors must complete the following:

1. The Prescribed Work described, with the following modifications:
   a. Sport management majors must complete an economics course to fulfill the second part of the social science requirement.
   b. In fulfilling the natural science requirement, the student must complete the following
      i. In place of biology and chemistry, nine hours of coursework chosen from the natural science and technology Core Curriculum course list can be counted.
      ii. In place of six additional hours of natural science (prescribed work 4c), three hours of coursework in computer applications.
   c. Communication Studies 306M.
2. Twenty-one semester hours in the cognate in sport management:
   a. Kinesiology 312 (Topic 5: The Sport Industry in America)
   b. Kinesiology 350 or Kinesiology 352K (Topic 6: Race and Sport in African-American Life)
   c. Kinesiology 353
   d. Kinesiology 354
   e. Kinesiology 355
   f. Kinesiology 356
   g. Kinesiology 357
3. Kinesiology 628, or 328C and three semester hours of a kinesiology or health education elective.
4. Either a specialization in the Department of Kinesiology and Health Education, a minor outside the department, a certificate, or a track in a second field of study which consist of a minimum of 15 hours of coursework, six of which must be upper-division. No more than six hours in the minor may also be counted toward other degree requirements. Information about approved areas of study and specific courses that may be used is available in the Student Dean’s Office, George I. Sánchez Building 216.

Electives

Additional electives may be required to provide the total number of semester hours required for the student’s major. No more than 12 semester hours of fieldwork and/or internship courses may be counted toward the degree.

Minor and Certificate Programs

Minor

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minors and Certificate Programs (p. 13) section of the Undergraduate Catalog.

Educational Psychology Minor

Requirements

- Completion of 15 undergraduate semester credit hours in educational psychology, six of which must be upper-division hours.

Please Note:

Information about available courses and the certification process documenting completion of the minor is available from the Department of Educational Psychology, George I. Sanchez Building 504.

Kinesiology and Health Education Minor

Requirements

- A cumulative 2.5 The University of Texas at Austin GPA for admission

Completion of 15 undergraduate semester credit hours in Kinesiology (KIN) or Health Education (HED), six of which must be upper-division hours.

Please Note:

Information about available courses and the certification process documenting completion of the minor is available from the Student Dean’s Office, George I. Sanchez Building 216.

Urban Teachers Minor

By admission only

The Urban Teachers minor prepares students for secondary teacher certification in English/Language Arts or Social Studies.

- The Urban Teachers minor requires a three-semester commitment (summer, fall, spring)
- Admission into the Urban Teachers minor requires a 2.5 overall UT GPA

Eighteen semester hours of required Urban Teachers coursework must be completed as follows:

Requirements

Six hours from:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALD 327</td>
<td>Sociocultural Influences on Learning</td>
<td>6</td>
</tr>
<tr>
<td>EDC 350</td>
<td>Topics in Educational Studies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Topic 3: Teaching Secondary Social Studies)</td>
<td></td>
</tr>
</tbody>
</table>
or EDC 339F  Adolescent Literacy
Three hours from:

EDC 370S  Secondary School Subjects (Topic 1: Advanced Methods in English, Language Arts, and Reading)


Nine hours from:

EDC 351S  Secondary School Teaching Practicum (Topic 1: Secondary School Teaching Practicum: English)

and

EDC 671S  Praxis for Student Teaching (Topic 1: Secondary English)

OR

EDC 371S  Praxis for Student Teaching (Topic 1: Secondary English)

and

EDC 651S  Secondary School Teaching Practicum (Topic 1: School Teaching Practicum: English)

OR

EDC 351S  Secondary School Teaching Practicum (Topic 2: Secondary Teaching School Practicum: Social Studies)

and

EDC 671S  Praxis for Student Teaching (Topic 4: Secondary Social Studies)

OR

EDC 371S  Praxis for Student Teaching (Topic 4: Secondary Social Studies)

and

EDC 651S  Secondary School Teaching Practicum (Topic 2: Secondary Teaching School Practicum: Social Studies)

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed at the college level: Applied Learning and Development (ALD).

For courses offered by each department within the College of Education, please see the corresponding department page in the following sections.

Department of Educational Leadership and Policy

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Educational Leadership and Policy: Educational Leadership and Policy (ELP).

Department of Educational Psychology

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Educational Psychology: Educational Psychology (EDP).

Department of Kinesiology and Health Education

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Kinesiology and Health Education: Health Education (HED), Kinesiology (KIN), and Physical Education (PED).

Science Education Center

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Science Education Center: Science (SCI).

Special Education

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Special Education: Special Education (SED).
Following the development of an adequate foundation during the first two years, an engineering student begins concentrated study in a particular area. During the senior year the student delves into practical engineering problems, developing skills in defining a problem, translating available information into equations that can be analyzed logically, creating additional information when necessary, and choosing a course of action that has a reasonable chance of producing the desired results. The school seeks to give students the knowledge necessary to take advantage of opportunities in a number of areas. The engineer who begins a professional career immediately following graduation usually will find opportunity for a variety of responsible positions in industry and government. The first assignments usually are of a technical nature. Later, one may choose to become a technical specialist or to move into positions involving administration and management. Either choice can lead to a rewarding professional career.

Many engineering graduates elect to continue their education. Studies by the American Society for Engineering Education indicate that nearly 50 percent of all engineering graduates eventually earn a master's degree. Most do their graduate work in engineering, either in a professional program where advanced design techniques are emphasized or in a graduate school where the emphasis is on research. Others elect to enroll in graduate programs in other disciplines. The flexibility to accommodate a broad spectrum of educational objectives has been incorporated into the degree structure of the Cockrell School of Engineering through technical area options and electives that permit students to define programs of study that best suit their needs.

History

The Department of Engineering was established in 1884, an outgrowth of work in applied mathematics first offered in the Department of Literature, Science, and Arts. About 1920, the department became a college; in 2007, the college was renamed the Cockrell School of Engineering in honor of Ernest Cockrell Jr., an alumnus and benefactor of the University. The first degree in engineering, a Bachelor of Science with a major in civil engineering, was conferred in 1888. Civil engineering degrees have been conferred since 1894 and electrical engineering degrees since 1896. Degrees in architecture were conferred in the College of Engineering from 1909 through 1951, when the School of Architecture became an autonomous division of the University. Degrees in chemical engineering have been conferred since 1916; degrees in mechanical engineering since 1919; degrees in architectural engineering since 1928; degrees in petroleum engineering since 1931; degrees in aeronautical engineering from 1943 to 1959 and in aerospace engineering since 1960; degrees in ceramic engineering from 1948 to 1961; degrees in meteorology from 1951 to 1963; degrees in geosystems engineering and hydrogeology, offered jointly with the Jackson School of Geosciences, since 1996; and undergraduate degrees in biomedical engineering beginning in 2002. A degree in engineering science was offered from 1960 until 1988.

Facilities

The Cockrell School occupies six buildings on the central campus, with a total of 1,340,000 square feet for classrooms, laboratories, and offices. The Nuclear Engineering Teaching Laboratory and a substantial number of other engineering research laboratory facilities are housed at the J. J. Pickle Research Campus, about six miles north of the main campus.

Research Organizations

Faculty members and students of the Cockrell School of Engineering may participate in a wide variety of research projects conducted under the Bureau of Engineering Research. The bureau and its component research units are supported by federal, state, and industrial research contracts and grants that provide part-time employment for selected
undergraduate and graduate students and for some faculty members. More than six hundred individual research projects are usually underway at any one time. In addition to providing students with experience in research methodology, these research projects enable faculty members to keep abreast of developments in their principal areas of interest.

Research units currently operating within the Bureau of Engineering Research are the Center for Aeromechanics Research; Center for Electromechanics; Center for Energy and Environmental Resources; Center for Engineering Education; Center for Mechanics of Solids, Structures, and Materials; Center for Petroleum and Geosystems Engineering; Center for Water and the Environment; Center for Space Research; Center for Transportation Research; Construction Industry Institute; Phil M. Ferguson Structural Engineering Laboratory; Microelectronics Research Center; Nanomanufacturing Systems for Mobile Computing and Mobile Energy Technologies Center; and the Wireless Networking and Communications Group.

The Nuclear Engineering Teaching Laboratory is an academic unit of the Cockrell School. Interdisciplinary research units operated cooperatively by the school and other colleges are the Energy Institute; Texas Materials Institute; the Center for Perceptual Systems; and the Institute for Computational Engineering and Sciences.

Libraries
Staff and collections of the Richard W. McKinney Engineering Library support teaching, learning, and research in all fields offered by the Cockrell School of Engineering. The library, located in the Engineering Education and Research Center (EER) 1.706, is a branch of the University Libraries. Library webpages link to materials, guides, and contact information.

Other units of the University Libraries include the Perry-Castañeda Library (social sciences and humanities), Mallet Chemistry Collection, Kuehne Physics-Math-Astronomy Library, Life Science Library, Marine Science Library, and Walter Geology Library. The print and electronic collections of these and other library components form one of the largest academic libraries in the United States.

The Fine Arts Library houses a makerspace, available to students in all majors. Computer workstations, scanning equipment, and printing are available to students at each library location.

Assistance with finding and using library resources is offered in person, by contacting individual members of the library staff, and through Ask a Librarian services.

Engineering Development Office
In 1955, the University of Texas System Board of Regents authorized establishment of the Engineering Foundation Advisory Council (renamed the Engineering Advisory Board in 2007) to promote academic excellence in engineering education. Since then, with the board’s leadership, the Cockrell School of Engineering has received generous support from individuals and corporations to develop programs of excellence. This philanthropy supports academic and leadership programs for students, scholarships for undergraduate students, fellowships for graduate students, facility development, and faculty support in the forms of endowed chairs and professorships, fellowships, and innovations in teaching and research. The Cockrell School’s development staff encourages gifts to the school through the annual giving program, the establishment of endowments, estate planning, and the fostering of long-lasting relationships with alumni, friends, and corporate partners.

Financial Assistance through the School Engineering Scholarship Program
The Engineering Scholarship Program recognizes students in the Cockrell School of Engineering with scholarship awards based primarily on merit and leadership. To be considered for engineering scholarships, future students can submit either the ApplyTexas application or the Coalition for College application through the University by December 1, completing the scholarship section and marking engineering as their first-choice major. Additionally, students should acknowledge the Engineering Honors Program question with their interest on the admission application, also due by December 1.

Current engineering students should complete the online engineering scholarship application by April 1 each year to be considered for scholarship awards from the Cockrell School and from their department for the following year. Information for scholarship recipients and links to additional scholarship resources is available at https://students.engr.utexas.edu/policies-forms/scholarship-policies

Student Services
Engineering Student Services
Engineering Student Services (ESS) serves the University and the public by helping to recruit, retain, and graduate engineering students. The office aims to accomplish this mission by providing personal and responsive guidance and support throughout each student’s University experience. The staff strives to provide a foundation for students to develop successful lives, careers, and long-term relationships with the Cockrell School of Engineering and The University of Texas at Austin.

The Assistant Dean for Engineering Student Services and the academic advisors represent the dean in all student matters. Academic advisors strive to build a strong foundation for academic and professional success for all engineering students, through personalized and responsive guidance throughout the four-year college experience. In addition, the ESS staff helps students, staff, and faculty navigate the policies and procedures of the Cockrell School and the University. Students may seek assistance in person in the Engineering Education and Research Center (EER) 2.848, by phone at (512) 471-4321, or by e-mail to studentservices@engr.utexas.edu. Engineering Student Services also provides information online at https://students.engr.utexas.edu/academics-advising/advising.

Advising
Academic Advising
There are several offices within the Cockrell School that work together to provide the engineering student with academic advising services. It is the engineering student’s responsibility to be aware of these services and to take advantage of them. Faculty, departmental, and Engineering Student Services academic advisors are available throughout the year to discuss matters that affect the student’s academic progress toward degree completion.

To facilitate movement through an academic program, each engineering student must be advised in his or her major department before registering for each semester or summer session. Each student should review his or her audit every semester through IDA, the University’s Interactive Degree Audit system. The advising audit lists the courses remaining in the student’s degree plan and the requirements the student has not yet fulfilled. It normally provides an accurate statement of requirements, but the student is responsible for knowing the exact requirements for the degree as stated in a catalog under which he or she is entitled to graduate.
Counseling and Referral Services
University counseling services are available from the Counseling and Mental Health Center, the Telephone Counseling Service and University Health Services. These offices are described in General Information Catalog.

Counselors in Academic Residence Program (CARE)
CARE is a program of the Counseling and Mental Health Center, which provides a licensed mental health professional to work with students who have been referred by faculty and staff. CARE counselors integrate in the college and provide support and consultation on mental health issues for advisors, faculty and dean’s staff. The Engineering CARE counselor is located in the Engineering Student Services Office.

Student Organizations and Programs
Engineering Student Life
Engineering Student Life (ESL) aims to enhance leadership abilities of all engineering students as a means to establish confidence in communication, teamwork and ethics skills needed for the professional world. ESL hosts professional development retreats like The LeaderShape Institute and Ramshorn Retreats, for individuals seeking personal enrichment, which also include enhanced leadership opportunities for advanced students. As the Cockrell School’s primary liaison to the over eighty-five engineering student organizations, ESL provides officer training and advising for group leaders. To foster a welcoming and collaborative environment within the Cockrell School, ESL coordinates community building events like Gone to Engineering and Dean’s Study Breaks. These professional development and social networking opportunities augment the student’s college experience by allowing them to interact with other motivated students, provide venues to envision big goals, and practice partnering to accomplish complex projects.

Additional information about Engineering Student Life and engineering student organizations is available in person in the Engineering Education and Research Center (EER) 2.848, online at https://students.engr.utexas.edu/student-life-resources, by phone at (512) 232-5778, and by e-mail at studentlife@engr.utexas.edu.

Ramshorn Scholars Program
The Ramshorn Scholars Program (RSP) is an engineering academic learning community designed to facilitate student success in engineering and at UT Austin. As a part of the Ramshorn Scholars Program, student status as an engineer-in-training is kept front and center through interactive programming and specialized resources.

RSP aims to create a community that promotes and helps students achieve academic excellence. In fact, the Ramshorn is a symbol with deep roots in the Cockrell School that has defined academic achievements for our student engineers for decades.

Additional information about RSP is available in person in the Engineering Education and Research Center (EER) 2.848, online at https://students.engr.utexas.edu/support-services/ramshorn-scholars-program, by phone at (512) 471-4321, and by e-mail to ramshornscholars@engr.utexas.edu.

Equal Opportunity in Engineering Program
The Equal Opportunity in Engineering (EOE) Program invites students to become part of an exciting community that focuses on academic success and personal growth. EOE initiatives such as the Fall Kick-Off, First-Year Interest Groups (FiGs), and Engineering Peer Leaders help students establish a strong academic foundation and promote the formation of a peer support network. In addition, EOE provides students with access to tutoring, undergraduate research opportunities through the Texas Research Experience (TREX) program, and professional development workshops. In partnership with Pi Sigma Pi Minority Academic Engineering Society, the National Society of Black Engineers, and the Society of Hispanic Professional Engineers, the EOE Program builds a network that makes it easy to meet other engineering students, form study groups, and develop friendships that last well after graduation.

The Cockrell School established the EOE Program in 1970 to promote the recruitment and academic development of African American, Hispanic, and Native American students interested in pursuing careers in engineering. Since that time, EOE has expanded its goals and now seeks to increase the diversity of its student body by supporting students who come from historically underrepresented population groups in Texas or who have backgrounds or experiences that will contribute to the overall diversity of the Cockrell School of Engineering.

Additional information about the EOE Program is available in person in the Engineering Education and Research Center (EER) 2.608, online at http://www.engr.utexas.edu/nee/, by phone at (512) 471-5953, and by e-mail to eoe@engr.utexas.edu.

Women in Engineering Program
The Women in Engineering Program (WEP) has a goal to increase the overall percentage of women enrolled in and graduating from the Cockrell School of Engineering. WEP connects students, educators, and professionals to the world of engineering through recruitment initiatives, supportive structures, and educational services to promote the success and advancement of women in engineering.

WEP’s First-Year Initiative (FYI) provides academic and peer support to connect first-year students to the engineering community. The Women in their Second Year of Engineering (WISE) and Consider Every Option (CEO) programs and workshops provide career exploration opportunities to help second-year students and beyond discover possibilities and make informed decisions for the future. Graduates Linked with Undergraduates in Engineering (GLUE) gives students opportunities to gain practical research experience, and WEP leadership and career development seminars help prepare students for leadership roles in the engineering profession.

Additional information about WEP is available in person in the Engineering Education and Research Center (EER) 2.608, online at http://www.engr.utexas.edu/wep/, by phone at (512) 471-5650; and by e-mail to wep@engr.utexas.edu.

Career Services
The Engineering Career Assistance Center (ECAC) helps engineering students with job search and career planning through counseling, workshops, and campus recruiting and interviews. Engineering students should register with ECAC beginning in August each academic year to receive full benefit of the center’s services.

ECAC offers individual career counseling services to engineering students on a walk-in basis and by appointment. Topics addressed in individual counseling sessions and workshops include career planning and exploration, résumé writing, interviews, site visits, and evaluating job offers.

ECAC hosts interviews in its 27 interview rooms throughout the fall and spring recruiting seasons. Employers seek graduating students, co-op students, and summer interns in all engineering disciplines.
ECAC encourages engineering students to visit our office in person in the Engineering Education and Research Center (EER) 2.604. Engineering students can also visit ECAC online at http://www.engr.utexas.edu/student-life/career-services and reach out to ECAC via e-mail at ecac@engr.utexas.edu or phone at (512) 471-1915.

Cooperative Engineering Education Program

The Cooperative Engineering Education (Co-op) Program is an academic program that allows undergraduate students to obtain full-time engineering experience before they graduate. Students gain work experience directly related to their field of engineering by alternating semesters of full-time campus study with training in industry.

To realize the full academic and professional value of the Co-op Program, students complete either two or three semesters with the same employer in a cooperative engineering position. Students receive two or three hours of letter-grade credit that may be applied toward the engineering degree. Students should apply for the Co-op Program at least one semester before planning to begin a co-op work term.

Students may apply for the first work term after completing 28 semester hours of basic sequence coursework, which includes eight hours of physics, eight hours of calculus, and at least one course in the selected engineering major. Students must have an overall University grade point average (GPA) of at least 2.50, a GPA in the major area of study of at least 2.00, and at least twelve semester hours of degree-applicable coursework left to complete after the final co-op term. Students may apply for the program after one semester at the University.

Engineering students can visit the Co-op Program in EER or online at http://www.engr.utexas.edu/ecac/coop/. Engineering students can reach the Co-op Program via e-mail at co-op@engr.utexas.edu, or by phone at (512) 471-5954.

UTeach-Engineering

UTeach-Engineering is an innovative program that prepares engineering students to teach mathematics, physical science, and engineering to students in grades eight through twelve. The program, a collaboration between the Cockrell School of Engineering, the College of Natural Sciences, the College of Education, and area school districts, seeks to attract interested students to explore teaching in conjunction with their undergraduate experience. Upon completing the program, students graduate with a bachelor’s degree and are recommended for a secondary school teaching certificate. The UTeach-Engineering program invites students to explore their interest in teaching as early as the freshman year. Key features of the program include field experience, mentorship, seminar instruction, cohort support and innovative use of technology. UTeach-Engineering students gain experience in public school classrooms as they teach progressively longer lessons under the guidance of a mentor teacher. By working with some of Texas’s most respected secondary school teachers, students quickly learn whether they are suited for the teaching profession.

Study Abroad

International Engineering Education offers programs designed for Longhorns Engineers so they can take study abroad first-hand without delaying graduation. Participants may apply their scholarships and financial aid loans to all necessary costs, including tuition and fees, required travel, insurance and living expenses. Most programs do not have any foreign language requirements so students may take engineering courses while also exploring global innovation, entrepreneurship, and service through immersion in industry, laboratories and communities abroad.

As one of the best engineering schools in the country, the Cockrell School of Engineering prides itself in providing international engineering education opportunities to prepare its students to become global leaders and innovators. For this generation of engineers, developing an international perspective and global leadership skills is fundamental. The engineering profession has a central role in the globalized marketplace. Industry leaders and government experts urge engineering students to immerse themselves in other cultures to learn to effectively work and successfully compete but also to collaborate with other countries on special projects, products, and solutions for the global challenges of the twenty-first century. Engineers lead the world in developing and managing high technologies and companies that improve and affect our daily quality of life, health, security, education, economy, and world peace.

We offer a variety of programs for all majors and class levels so that every interested student can find an opportunity. Students may study abroad as early as the end of their first year. Maymesters, typically starting at the end of May, offer one course abroad that is taught by outstanding Cockrell School of Engineering faculty. They offer invaluable faculty mentorship and academic inspiration to students throughout their career. Most short summer programs are between four to 8 weeks and offered from the end of May to the beginning of August. They may offer more than one course. The costs of these programs vary depending on location, duration and activities.

Advanced sophomores, juniors and fall semester seniors may participate in bilateral exchanges with selected partner universities abroad. Exchange students immerse themselves fully in another academic and cultural environment for at least four months during the fall or the spring or both semesters. They take a full load of courses from the host university’s regular university offerings. The courses are usually offered in English or, if the student is sufficiently proficient, they may also study in courses offered in the host country’s language. Students pay the same tuition and fees that they pay to attend The University of Texas at Austin. The other living expenses vary depending on the location.

All engineering students are highly encouraged to participate in at least one global learning experience. The International Engineering Education office holds frequent information session sessions and one-on-one advising to help students plan how to globalize their education and select a program that best suits their interests. For more information, please visit http://www.engr.utexas.edu/academics/undergraduate-education/study-abroad/.

Admission and Registration

Admission

Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. All students who wish to major in engineering must be admitted to the University according to the procedures given in the General Information Catalog.

Information is available from The University of Texas at Austin, Engineering Education and Research Center (EER), Cockrell School of Engineering.
Engineering, 2501 Speedway, C2108, Austin TX 78712. The telephone number is (512) 471-4321.

Students who have questions about the requirements of a specific degree plan should contact the appropriate departmental advising office. Additional information about academic advising can be found at http://www.engr.utexas.edu/undergraduate/advising.

Freshman Admission

Freshman applicants seeking admission to the Cockrell School must meet the calculus readiness requirement by the official admissions application deadline. More information about calculus readiness is available at http://www.engr.utexas.edu/undergraduate/admission/calculus/

Applicants to the Cockrell School may submit the ApplyTexas application or the Coalition for College Access, Affordability and Success application and select engineering as a first-choice major. When selecting a second-choice major, freshman applicants may choose one of the many other majors offered at the University, and choose a second major that aligns with their interests.

Transfer Admission

Internal Transfer

Internal transfer describes the process of a currently enrolled undergraduate student at The University of Texas at Austin moving from one college to another or moving within the Cockrell School from one major to another. Students must apply for internal transfer into Cockrell School majors through an online application. Admission is competitive and based on space availability. Students must meet ALL of the requirements below to be considered for transfer into a major in the Cockrell School of Engineering. Coursework and GPA for the semester in which a student applies for a change of major will be included in the transfer application. The University of Texas at Austin degree holders seeking a second degree in engineering should contact Engineering Student Services for information on a separate application process.

Requirements and Application Deadlines

First-Semester Engineering Students

- Proposed semester for transfer: spring
- Current college of enrollment: Cockrell School of Engineering
- Required in-residence credit hours completed: 12 hours minimum (credit by exam, UT Correspondence, UT Extension and transfer hours from another university are not counted)
- Minimum cumulative in-residence GPA: 3.0
- Minimum GPA in all required technical courses for proposed major: 3.0
- Required courses completed before transfer: Mathematics 408D or 408L, Physics 303K and 103M; a minimum of four in-residence technical courses toward your proposed major. Technical courses include math, science, and departmental courses for a proposed engineering major
- Application deadline: December 15 (application opens November 15)

Continuing Engineering Students

- Proposed semester for transfer: summer, fall, or spring
- Current college of enrollment: Cockrell School of Engineering
- Required in-residence credit hours completed: 24 hours minimum (credit by exam, UT Correspondence, UT Extension and transfer hours from another university are not counted)
- Minimum cumulative in-residence GPA: 3.0
- Minimum GPA in all required technical courses for proposed major: 3.0
- Required courses completed before transfer: Mathematics 408C or 408M; Physics 303K and 103M; a minimum of four in-residence technical courses toward your proposed major. Technical courses include math, science, and departmental courses for a proposed engineering major
- Application deadline: December 15 for spring transfer (application opens November 15) or May 15 for summer/fall transfer (application opens April 15)

All Other UT Austin Students

- Proposed semester for transfer: fall
- Current college of enrollment: Any UT college except the Cockrell School of Engineering
- Semesters completed at UT Austin before transfer: four long semesters (fall/spring) or less
- Required in-residence credit hours completed: 24 hours minimum and 60 hours maximum (credit by exam, UT Correspondence, UT Extension and transfer hours from another university are not counted)
- Minimum cumulative in-residence GPA: 3.0
- Minimum GPA in all required technical courses for proposed major: 3.0
- Required courses completed before transfer: Mathematics 408D or 408L, Physics 303K and 103M; a minimum of four in-residence technical courses toward your proposed major. Technical courses include mathematics, science, and departmental courses for a proposed engineering major
- No more than one previous attempt to transfer into the Cockrell School is permitted. Third applications are not allowed. An application for two different engineering majors in the same semester counts as one single attempt. Any attempts before September 2013 will not count towards the two-attempt limit.
- Application deadline: May 15 (application opens April 15)

External Transfer

External transfer applicants will be required to meet the following minimum criteria to be considered for admission to an engineering major:

- Transfer credit for Mathematics 408L, 408M, or 408D
- Transfer credit for Physics 303K and 103M
- Transfer credit for at least four technical courses, including the mathematics and physics coursework listed above. Technical courses include courses offered in math, physics, chemistry, biology, geology, computer science, or engineering.

Guidelines for Transfer Students

1. Students who wish to transfer to the University from another college or university must apply to the Office of Admissions as described in the General Information Catalog. All transfer applicants must submit transcripts of all college and high school coursework.

2. Only courses listed in the student’s engineering degree program, or equivalent courses accepted by the department chair and approved by the dean, may be counted toward an engineering degree. A course may therefore be accepted for transfer credit but not be applicable toward an engineering degree.

3. Courses that are common to all degree programs in the Cockrell School are listed in Requirements Included in All Engineering Degree Plans (p. 110). These may be taken at any school offering courses acceptable for transfer to the University.
4. Completion of sequences of technical courses in the major area sometimes requires five or more semesters. Therefore, most transfer students should anticipate a minimum of five semesters in residence at the University.

**Registration**

The General Information Catalog gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The Course Schedule, published online before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes.

To register for a course, a student must fulfill the prerequisite given in the catalog or course schedule. If the student has not fulfilled the prerequisite, he or she must obtain the approval of the department offering the course before registering for it.

**Concurrent Enrollment**

Concurrent enrollment refers to taking courses through The University of Texas at Austin Extension (UEX) program, or taking courses at another university or a community college. An engineering student must have the approval of the dean for concurrent enrollment. Application for this approval should be made online at https://students.engr.utexas.edu/policies-forms/concurrent-enrollment. A student may not enroll concurrently in any course counted toward the degree in the semester he or she will be graduating. More information about the approval process is available in the Engineering Student Services located in the Engineering Education Research Center (EER) 2.848, by email at studentservices@engr.utexas.edu (student-affairs@engr.utexas.edu), or by phone at (512) 471-4321.

**Academic Policies and Procedures**

**Grade Point Average for Academic Decisions**

In the Cockrell School of Engineering, the grade point average used in all academic decisions is the average of grades the student has earned in residence in courses applicable to the degree. Academic decisions are decisions about engineering probation, engineering dismissal, internal transfer (change of major), admission to the Engineering Honors Program, designation as an Engineering Scholar, eligibility for graduation, and eligibility for graduation with University Honors.

**Quantity of Work Rule**

**Maximum Number of Hours in the Long Session**

As used in items 1 and 2 below, “coursework” includes correspondence courses, extension courses, distance education courses, nonrequired electives, physical activity courses, and courses for which the student is registered concurrently at another institution.

1. An engineering student may not register for more than 17 semester hours of coursework without an approved application to do so. Application is made online at https://students.engr.utexas.edu/policies-forms.
2. No student may register for more than 21 semester hours of coursework during any long-session semester.

**Rules for the Summer Session**

A student may not receive credit for more than 14 semester hours during a 12-week summer session or for more than eight semester hours in a six-week summer term. These limits apply whether the courses are taken at the University or another institution. For more information about the quantity of work allowed in the summer, see the General Information Catalog.

**Repetition of a Course**

An undergraduate in the Cockrell School may not enroll in any lower division courses in engineering, geology or natural sciences required by the engineering degree plan more than twice. A symbol of Q or W counts as an enrollment unless it is recognized as nonacademic by the dean’s office. Undergraduates will receive a secure academic note (SAN) with permission to enroll in a course for a third attempt if the student has a symbol Q or W in earlier attempts that is recognized as nonacademic by the dean's office.

To request permission to enroll in a course for a third or more attempt a student must submit a written appeal at https://students.engr.utexas.edu/policies-forms. A student may receive departmental adviser approval to enroll in a course a third or more times only if the student has a substantiated nonacademic reason for not successfully completing the course in earlier attempts. Documentation may be required by the departmental adviser to support the substantiated nonacademic reason. If the student is denied approval to enroll in a required course, he or she will be placed in the undeclared major code and must consider other eligible degree options.

A student who is denied approval to repeat a course in residence at the University will also be denied approval to complete the course by transfer, extension, correspondence, distance education, or credit by examination and then count it toward the degree.

A student in the Cockrell School may not repeat for a letter grade a course in which he or she has earned a grade of C or better.

**Attendance**

Engineering students are expected to attend all meetings of the classes for which they are registered. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes. With the approval of the dean, a student may be dropped from a course with a grade of F for repeated unexcused absences.

**Portable Computing Devices**

All degree programs in the Cockrell School have specific expectations regarding portable computing devices. For more information, please see the catalog sections for these programs.

**Academic Standards**

In addition to the scholastic standards described in the General Information Catalog, the Cockrell School imposes the following academic standards. Students who fail to meet the standards stated in the General Information Catalog are placed on “scholastic probation” by the University. The probationary status given to those who fail to meet the following school standards is “engineering probation.”

In cases with extenuating circumstances, the student may appeal to the dean for a waiver of any of the following requirements.
A student is placed on engineering probation under the following circumstances:

- If his or her grade point average in courses in the major area of study taken in residence falls below 2.00. The “major area of study” includes all courses in the student’s discipline and required under the student’s engineering degree plan. For specific degree plans, there are additional courses included in the ‘major area of study’:
  - For architectural and civil engineering majors, the major area includes all courses in both architectural engineering and civil engineering;
  - For environmental engineering majors, the major area includes all courses in architectural engineering, civil engineering and environmental engineering;
  - For aerospace engineering majors, the major area includes all courses in both aerospace engineering and engineering mechanics;
  - For computational engineering majors, the major area includes all courses in computational engineering, aerospace engineering and engineering mechanics
  - For geosystems engineering and hydrogeology majors, the major area includes all courses in both geological sciences and petroleum and geosystems engineering.
- If the student’s grade point average in required technical courses taken in residence falls below 2.00. “Required technical courses” are courses taken in the Cockrell School, the College of Natural Sciences, or the Jackson School of Geosciences and required under the student’s engineering degree plan; they include approved technical elective courses.

Grades received at the University in all courses in the major area, including grades in courses that have been repeated, are included in computing the student’s grade point average.

A student on engineering probation will be removed from probation at the end of a long-session semester or summer session if the student is no longer subject to engineering probation under either of the criteria above.

After being placed on engineering probation, a student must be removed from probation within the next two long-session semesters in which he or she is registered. A student who fails to be removed from engineering probation within this time will be placed on engineering dismissal from the school.

A student seeking to reenter the school after having been scholastically dismissed from the University must enroll as an undeclared major unless there is a reasonable likelihood that the student can complete the degree plan under which he or she last registered. A student seeking to reenter the school after having been dismissed from engineering must enroll as an undeclared major. Students who are undeclared majors may not enroll in engineering courses.

Any student having academic difficulty should discuss his or her status with an academic adviser in the Engineering Student Services Office. Call (512) 471-4321 to set up an appointment with an academic adviser.

Pass/Fail Option

All courses required for all engineering degrees must be taken for a letter grade unless the course is offered only on the pass/fail basis or if it meets the requirements for the Cockrell School of Engineering’s semester exchange grading policy for study abroad. A student may elect to take courses that do not count toward the degree or are being taken to remove a deficiency on the pass/fail basis rather than for a letter grade. To elect the pass/fail system of grading:

1. The student must have received at least 30 hours of college credit before registering for any course on the pass/fail basis, unless the course is offered only on the pass/fail basis.
2. The student may take no more than two courses a semester on the pass/fail basis.
3. The student may take up to five one-semester courses, including correspondence courses, on the pass/fail basis.
4. The student must submit an application no later than the deadline given in the academic calendar at https://students.engr.utexas.edu/policies-forms.

For information on how to receive credit by examination, see the General Information Catalog.

Grade Policy for Semester Exchange (Study Abroad) Students

With permission of the undergraduate advisor in their department, engineering students may elect to place up to four exchange courses on their records with a CR, rather than a University of Texas at Austin letter grade. The following restrictions apply:

1. Only courses completed on a semester exchange at a Cockrell School of Engineering partner institution qualify.
2. Students must choose the Pass/Fail option by the usual University mid-semester deadline given in the academic calendar and must have prior permission of their undergraduate adviser before doing so. If the exchange university does not follow the same academic calendar at The University of Texas at Austin, the student must make this request before 60 percent of the course completion (usually about nine weeks from the start of class).
3. The corresponding course in The University of Texas at Austin degree plan will determine the minimum grade requirement to obtain the CR grade (i.e., if the University course required a C- or better, the student must have earned the equivalent of C- or better on the exchange course to receive a CR; in the absence of a specified minimum grade requirement, the standard is an equivalent of D- or better).
4. Courses in the engineering degree program taken on exchange programs with the CR grade option may be counted toward any requirements for the degree except courses being applied toward the 42 hour, University Core Curriculum requirements.
5. No matter how many exchange courses a student takes, no more than two exchange courses per semester and no more than four total exchange courses with the CR grade can be applied toward the degree.
6. Once a course is placed on The University of Texas at Austin record, the grade designation may not be changed.

Honors

University Honors

The designation University Honors, awarded at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered. Criteria for University Honors are given in the General Information Catalog.

Graduation with University Honors

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors. Criteria for graduation with University Honors are given in the General Information Catalog.
Cockrell School Honors Program

The Cockrell School of Engineering offers a select group of students the opportunity to participate in the Engineering Honors Program (EHP), a non-curriculum based program designed to enhance the undergraduate experience outside the classroom. Participants gain access to scholarships for first-year students, honors housing, faculty mentors and community building events hosted by the EHP.

When submitting an application to the University through ApplyTexas or the Coalition for College Access, Affordability, and Success application, incoming first-year students should mark engineering as their first-choice major and indicate their intent to apply for honors. Students will receive additional instructions to complete the EHP application separately. Both the admission application and the EHP application are due December 1.

The Cockrell School also sends current students invitations to apply for the EHP after they complete 24 hours in residence and rank in the top 10 percent of their class and major. Eligible students must have at least 60 hours remaining in their degree program in order to receive an invitation to apply.

To remain in the EHP, students must maintain an in-residence grade point average of at least 3.50. The grade point average is evaluated each year after grades for the spring and summer semester have been awarded.

An EHP student who completes an optional undergraduate honors thesis will receive special honors designation on his or her transcript and is recognized during the graduation ceremony. Additional information about the honors thesis and the EHP is available at https://students.engr.utexas.edu/academics-advising/honors-program.

Engineering Scholars

Engineering Scholars are designated each spring semester from the sophomore, junior, and senior classes. To be eligible, a student must be enrolled in the Cockrell School, must have completed at least 24 semester hours of coursework in residence while enrolled in the school, must have a grade point average that places him or her in the top 5 percent of the class, be of good character, and show promise of continued success in engineering. The grade point average used to determine the student’s class rank includes only courses that the student has completed in residence and that are applicable to the degree.

Professional and Honor Societies

Professional student organizations play an important role in the life of an engineering student. Many of these are student branches of national professional engineering organizations that endeavor to advance the profession of engineering by education, service, professional development, publication, and support of meetings, activities, and conferences. In addition to a variety of professional development and social activities, engineering student organizations frequently support projects that aid students and benefit the Cockrell School of Engineering, the University, and the community.

Honor societies are also an important part of the Cockrell School student community. Honor societies admit students who have established outstanding scholastic records and have demonstrated desirable character and leadership traits. The engineering honor societies are Beta Mu Epsilon (biomedical engineering); Chi Epsilon (civil engineering); Eta Kappa Nu (electrical and computer engineering); Omega Chi Epsilon (chemical engineering); Phi Alpha Epsilon (architectural engineering); Pi Epsilon Tau (petroleum and geosciences engineering); Pi Tau Sigma (mechanical engineering); and Sigma Gamma Tau (aerospace engineering); Tau Beta Pi selects top students from all engineering disciplines. Kappa Theta Epsilon is the cooperative engineering education honor society for all engineering majors who participate in the cooperative engineering program.

The Student Engineering Council is the governing body representing all undergraduate engineering students. Representatives to the council are elected by the professional student organizations and honor societies in the Cockrell School; members-at-large are elected annually. The Graduate Engineering Council is the governing body representing all graduate engineering students.

Engineering student organizations and honor societies are overseen by Engineering Student Life. A complete list of engineering societies is available at https://students.engr.utexas.edu/student-life-resources.

Graduation

Special Requirements of the School

All University students must have a grade point average of at least 2.00 to graduate. Students in the Cockrell School must also have an in-residence grade point average of at least 2.00 in all courses applicable to the degree, the major area of study and required technical courses. “Major area of study” and “required technical courses” are defined in the section “Academic Standards.”

A candidate for a degree in engineering must be registered in the Cockrell School either in residence or in absentia the semester or summer session the degree is to be awarded. No later than the date given in the official academic calendar, the candidate must complete an online application form for graduation or graduation in absentia at http://www.engr.utexas.edu/graduation/.

All individual degree programs must include at least 48 semester hours of engineering coursework.

Residence Rules

All University students must complete in residence at least 60 semester hours of the coursework counted toward the degree. In the Cockrell School, 30 of these 60 hours must be in the major field or in a field closely related to the major as approved by the major department and the dean.

At least the last 24 hours of technical coursework counted toward an engineering degree must be taken while the student is registered as an undergraduate engineering major at the University. A student seeking an exception to this requirement must obtain written approval in advance from the dean. Information about the petition process is available in the Engineering Student Services Office, located in the Engineering Education and Research Center (EER).

Degree Audit

Each student should review his or her degree audit every semester through IDA, the University’s Interactive Degree Audit system. The degree audit normally provides an accurate statement of requirements, but the student is responsible for knowing the requirements for the degree as stated in a catalog under which he or she is eligible to graduate and for registering so as to fulfill these requirements; see the rules on graduation under a particular catalog (p. 20). Since the student is responsible for correct registration toward completion of the degree program, he or she should first check the requirements with their department Undergraduate Advising Office and then seek an official ruling in the Engineering Student Services Office before registering if in doubt about any requirement. Avoidance of errors is the main purpose of the degree
Applying for Graduation

Students must apply for graduation the first semester they are eligible to graduate. A student is eligible to graduate if their engineering degree audit is 100% complete. If a student fails to submit an application for degree by the deadline given in the academic calendar, an application for degree may be submitted under these circumstances cannot be canceled without a successful appeal to the Office of the Provost (Student Success Initiatives). Please refer to the Graduation Appeal Application for further information.

Please contact the Engineering Student Services Office, located in the Engineering Education and Research Center (EER) 2.848, or by phone at (512) 471-4321 for further questions.

Nonresidence Coursework

A student in his or her final semester may not enroll concurrently at another institution in any course, including a distance education course, to be counted toward the degree. In the final semester, the student may also not enroll by extension or correspondence in coursework to be counted toward the degree. All transfer, extension, and correspondence coursework must be added to the student’s official record before his or her last semester.

Second Degrees

A student who completes a bachelor’s degree in engineering may receive a second bachelor’s degree in a second engineering discipline if the student meets all the requirements of the second degree that he or she did not meet in completing the first degree. This process is subject to approval by the Engineering Student Services Office. No student may receive two bachelor’s degrees in the same discipline of engineering, even if the technical area options are different. For example, a student may receive the degree of Bachelor of Science in Chemical Engineering and that of Bachelor of Science in Mechanical Engineering but may not receive two Bachelor of Science in Chemical Engineering degrees. A student may not receive bachelor’s degrees in both architectural engineering and civil engineering.

Commencement

In addition to the University commencement ceremony held each spring, the Cockrell School holds a commencement ceremony in May. Degree candidates intending to graduate in the current academic year and who have applied to participate are eligible to attend the May commencement ceremony. Information about graduation and commencement is available at http://www.engr.utexas.edu/graduation.

Registration as a Professional Engineer

The practice of engineering has a profound effect on public health, safety, and welfare. Therefore, the commitment to the public good through the licensing or registration provisions available in all states and many foreign countries is an important step in the professional development of an engineer. Becoming licensed in Texas as a professional engineer requires graduation from an approved curriculum in engineering, passage of the examination requirements, and a specific record of an additional four years or more of active practice in engineering work indicating that the applicant is competent to be placed in responsible charge of such work. Additional requirements include good character and reputation.

Engineering students are encouraged to take the Fundamentals of Engineering examination during their last long-session semester and to seek certification as an “engineer in training.”

For additional information, contact the Texas Board of Professional Engineers or the equivalent agency in another state.

Degrees and Programs

To satisfy the course requirements for an engineering degree, a student must earn credit for all of the courses listed in the curriculum for that degree.

All University curricula leading to bachelor’s degrees in engineering are accredited by the Engineering Accreditation Commission of ABET, www.abet.org. ABET sets minimum standards for engineering education, defined in terms of curriculum content, the quality of the faculty, and the adequacy of facilities. Graduation from an accredited program is an advantage when applying for membership in a professional society or for registration as a professional engineer.

Dual Degree Programs

Engineering/Plan II Honors Program

A limited number of students whose high school class standing and admission test scores indicate strong academic potential and motivation may pursue a curriculum leading to both a bachelor’s degree in engineering and the Bachelor of Arts, Plan II. This dual degree option, offered jointly by the Cockrell School and the Plan II Honors Program of the College of Liberal Arts, provides the student with challenging liberal arts courses while he or she also pursues a professional degree in engineering. Admission to this program requires at least two separate applications: one to the University and one to the Plan II Honors Program. Students should contact both the Cockrell School Engineering Student Services Office, located in the Engineering Education and Research Center (EER), and the Plan II office, located in Patton Hall (RLP), for more information on applications and early deadlines.

Architectural Engineering/Architecture

A program that leads to both the Bachelor of Science in Architectural Engineering degree and the Bachelor of Architecture degree is available to qualified students. The program combines the course requirements of both degrees and requires six years for completion. Students who wish to pursue both degrees must apply for admission to the School of Architecture according to the procedures and deadlines established by the school. The program is described in Bachelor of Architecture/ Bachelor of Science in Architectural Engineering Dual Degree Program (p. 34); additional information is available from the undergraduate advisor for architectural engineering.

Simultaneous Majors

An engineering student may pursue two majors simultaneously. The student must follow all procedures and meet all requirements associated with both majors. An engineering student may not pursue two engineering majors simultaneously.

The simultaneous major option is available only to undergraduates who have been admitted to both degree programs.

Technical Area Options

Several engineering degree programs require a student to select a “technical area option” and to complete a specified number of courses in that area. Other degree programs do not require a student to specify a particular option but allow the student to choose courses either within an
area of specialty or more broadly across technical areas. Although most options are designed to help the student develop greater competence in a particular aspect of the major, others permit the student to develop background knowledge in areas outside the major. In many cases, students who elect the latter options intend to continue their education in professional or graduate school; these options are particularly appropriate for students who plan to work in those interdisciplinary areas where the creation of new technology through research and development is very important.

Preparation for Professional School

Technical area options also allow the student to fulfill the special course requirements for admission to professional schools. For more information, students should consult an advisor who is familiar with the admission requirements of the professional program in which the student is interested.

Medical School

A properly constructed program in engineering provides excellent preparation for entering medical school. The engineer’s strong background in mathematics and natural science—combined with a knowledge of such subjects as applied mechanics, fluid dynamics, heat transfer, thermodynamics, chemical kinetics, diffusion, and electricity and magnetism—enhance the mastery of many aspects of medical science. An engineering background is also useful to those who develop and use new instruments for detecting and monitoring medical abnormalities. The engineering/premedical programs described in this catalog usually afford opportunities to pursue alternative vocations for those who do not enter medical school. Students who intend to apply for admission to a medical school should contact the University’s Health Professions Office for information about admission requirements and application and test deadlines.

Dental School

Much of the information above about medical school applies also to dental school. All applicants must take the Dental Admission Test. Certain courses not taken by all engineers are also required, but these vary markedly from school to school. Students who are interested in dentistry can obtain specific information from the University’s Health Professions Office.

Law School

Each year a few graduates, representing all engineering disciplines, elect to enter law school, where they find their training in careful and objective analysis is a distinct asset. Many of these students are preparing for careers in patent or corporate law that will enable them to draw on their combined knowledge of engineering and law. Others may not plan to use their engineering knowledge directly, but they still find that the discipline in logical reasoning acquired in an engineering education provides excellent preparation for the study of law. Students interested in admission to the law school of the University should consult the Law School Catalog. Students interested in pursuing law school outside of the University may utilize pre-law services of the Liberal Arts Career Service Center. In addition, the Engineering Career Assistance Center (ECAC) provides pre-law advising.

Graduate Study in Business

Since many engineering graduates advance rapidly into positions of administrative responsibility, it is not surprising that they often elect to do graduate work in the area of business administration. In addition to an understanding of the technical aspects of manufacturing, the engineer has the facility with mathematics to master the quantitative methods of modern business administration.

Requirements for admission to the University’s graduate business programs are outlined in the Graduate Catalog. Many engineering degree programs offer technical area options that include business and management courses. These can be used with advantage by students who plan to do graduate-level work in business. Students interested in pursuing a graduate business program outside of the University may utilize the Engineering Career Assistance Center (ECAC) for career advising.

ABET Criteria

The Engineering Accreditation Commission of ABET curriculum requirements specify subject areas appropriate to engineering but do not prescribe specific courses. The program curriculum must provide adequate content for each area, consistent with the student outcomes and program educational objectives, to ensure that students are prepared to enter the practice of engineering. The curriculum must include:

1. a minimum of 30 semester credit hours (or equivalent) of a combination of college-level mathematics and basic sciences with experimental experience appropriate to the program
2. a minimum of 45 semester credit hours (or equivalent) of engineering topics appropriate to the program, consisting of engineering and computer sciences and engineering design, and utilizing modern engineering tools
3. a broad education component that complements the technical content of the curriculum and is consistent with the program educational objectives
4. a culminating major engineering design experience that 1) incorporates appropriate engineering standards and multiple constraints, and 2) is based on the knowledge and skills acquired in earlier course work

Liberal Education of Engineers

Each student must complete the University’s Core Curriculum. The core curriculum includes the first-year signature course and courses in English composition, American and Texas government, American history, mathematics, science and technology, visual and performing arts, humanities, and social and behavioral sciences. It must be an integral part of all engineering degree programs, so that engineering graduates will be aware of their social responsibilities and the effects of technology on society. The University of Texas at Austin believes every undergraduate should be exposed to a set of skills and experiences in preparation for a complex world. To this end, all undergraduates at The University of Texas at Austin are required to earn flags: courses that include a substantial focus on cultural diversity in the U.S., ethics, global cultures, independent inquiry, quantitative reasoning, and writing.

With the appropriate selection of courses, the University’s Core Curriculum, flags, and ABET general education requirements can be satisfied simultaneously.

Social and Behavioral Sciences Requirement

As part of the University’s Core Curriculum, each student must complete three semester hours of coursework in social and behavioral sciences. Additionally, the Core Curriculum social and behavioral science course may be satisfied simultaneously for flag requirement(s) as well as coursework in a potential minor and certificate program.
Visual and Performing Arts Requirement

As part of the University’s Core Curriculum, each student must complete three semester hours of coursework in visual and performing arts. Architectural engineering majors must take an approved architectural history course as part of the Bachelor of Science in Architectural Engineering requirement. This course (or its prerequisite) will fulfill the visual and performing arts requirement of the Core Curriculum. Additionally, the Core Curriculum visual and performing arts course may be satisfied simultaneously for flag requirement(s) as well as coursework in a potential minor and certificate program.

Foreign Language Requirement

In accordance with the University’s basic education requirements, all students must demonstrate proficiency in a foreign language equivalent to that shown by completion of two semesters of college coursework. Credit earned at the college level to achieve the proficiency may not be counted toward a degree. For a student admitted to the University as a freshman, this requirement is fulfilled by completion of the two high school units in a single foreign language that are required for admission; students admitted with a deficiency in foreign language must remove that deficiency as specified in the General Information Catalog.

Applicability of Certain Courses

Physical Activity Courses

Physical activity (PED) courses are offered by the Department of Kinesiology and Health Education. They may not be counted toward a degree in the Cockrell School. However, they are counted as courses for which the student is enrolled, and the grades are included in the University grade point average.

ROTC Courses

The dean, upon recommendation of the department advisor, has the authority to substitute an equivalent air force science, military science, or naval science course or courses for a course or courses prescribed by the Cockrell School of Engineering, up to a maximum of 12 semester credit hours. Core Curriculum courses cannot be substituted.

Correspondence and Extension Courses

Credit that a University student in residence earns simultaneously by The University of Texas at Austin correspondence/extension or elsewhere or through distance education at another school will not be counted toward a degree in the Cockrell School unless specifically approved in advance by the dean. Application for this approval should be made online or at the Engineering Student Services Office, located in the Engineering Education and Research Center (EER). No more than 20 semester hours required for any degree offered in the Cockrell School may be taken by correspondence and extension.

Requirements Included in All Engineering Degree Plans

Each student must complete the University’s Core Curriculum. In the process of fulfilling engineering degree requirements, students must also complete: one independent inquiry flag, one quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the United States flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag and at least one writing flag are carried by courses specifically required for each engineering degree plan. As applicable, students are advised to fulfill the second writing flag and global culture and cultural diversity requirements with a course that meets another requirement of the core curriculum, such as the first-year signature course. Students are encouraged to complete flag requirements within the first and second year of their degree program. Additionally, students are encouraged to discuss options with his or her departmental academic advisor. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

In addition, students in all engineering degree plans must complete the following requirements. In some cases, a course that fulfills one of the following requirements may also be counted toward core curriculum or flag requirements; these courses are identified below.

### Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering Communication (This course may also count towards the writing flag requirement and the ethics flag requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>ASE 333T Engineering Communication</td>
<td></td>
</tr>
<tr>
<td>BME 333T Engineering Communication</td>
<td></td>
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<tr>
<td>CHE 333T Engineering Communication</td>
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<tr>
<td>C E 333T Engineering Communication</td>
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<tr>
<td>E E 333T Engineering Communication</td>
<td></td>
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<tr>
<td>M E 333T Engineering Communication</td>
<td></td>
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<tr>
<td>PGE 333T Engineering Communication</td>
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</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 408D</td>
<td>Sequences, Series, and Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear Algebra</td>
<td>4</td>
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</tbody>
</table>

### Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (This course may also be counted toward the science and technology, Part I, requirement of the core curriculum and the quantitative reasoning flag requirement.)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
<td>1</td>
</tr>
</tbody>
</table>

### Length of Degree Program

An eight-semester arrangement of courses leading to the bachelor’s degree is given for each of the engineering degree plans. The exact order in which the courses are taken is not critical, as long as the prerequisite for each course is fulfilled. A student who registers for fewer than the indicated number of hours each semester will need more than eight semesters to complete the degree. The student is responsible for including in each semester’s work any courses that are prerequisite to those he or she will take the following semester.
Bachelor of Science in Aerospace Engineering

The field of aerospace engineering developed because of humanity's desire for aircraft systems for military, commercial, and civilian purposes; it was first called aeronautical engineering or aeronautics. When the space age began, it was natural for aeronautical engineers to participate in the development of spacecraft systems for space exploration. This branch of engineering became known as astronautical engineering or astronautics, and the combined field is called aerospace engineering or aeronautics and astronautics. Because of the diverse nature of the work, the aerospace engineer must have a basic knowledge of physics, mathematics, digital computation, and the various disciplines of aerospace engineering: aerodynamics and propulsion, structural mechanics, flight mechanics and orbital mechanics, and control. Because of their extensive education in fundamental disciplines, aerospace engineers can work in areas other than aerospace engineering and are employed in a wide range of careers.

The objectives of the aerospace engineering degree program are to prepare students for professional practice in aerospace engineering and related engineering and scientific fields; to prepare students for such postbaccalaureate study as their aptitudes and professional goals may dictate; to instill in students a commitment to lifelong education and to ethical behavior throughout their professional careers; and to make students aware of the global and societal effects of technology. To meet these objectives, the faculty has designed a rigorous curriculum that emphasizes fundamentals in the basic sciences, mathematics, and the humanities, and integrates classroom and laboratory experiences in the engineering disciplines of aerodynamics and propulsion, structural mechanics, mechanics of materials, flight and orbital mechanics, controls, computation, electromechanical systems, design, and technical communication. The curriculum requires students to use modern engineering tools, to work individually, and to practice teamwork.

The first two years of the aerospace engineering curriculum emphasize fundamental material along with engineering sciences, while the third year introduces concepts in the areas of aerodynamics and propulsion, structural mechanics, flight mechanics and orbital mechanics, and flight control. The fourth year provides further depth in aerospace engineering, with emphasis on design and laboratory courses. During the junior year, the student elects to pursue one of two design tracks, atmospheric flight or space flight. Both tracks are complemented by general education courses and courses offered in other engineering disciplines. In addition, the student may choose electives that increase the breadth of the program or that provide additional depth within one or more subdisciplines within the department. All of the following subdisciplines are also represented in the elective options.

Aerodynamics and Propulsion

This subdiscipline involves fluid motion, propulsion, lift and drag on wings and other bodies, high-speed heating effects, and wind tunnel investigation of these problems. Topics of study include fluid mechanics, gas dynamics, heat transfer, aerodynamics, propulsion, computational fluid dynamics, and experimental fluid mechanics.

Structural Mechanics

This subdiscipline includes the study of airplane, spacecraft, and missile structures, the materials that make them efficient, and methods for testing, analysis, and design of new structural systems. Course topics include structural analysis, structural dynamics, materials (including advanced composites), aeroelasticity, experimental structural mechanics, and computer-aided design of structures.

Flight Mechanics and Orbital Mechanics

Flight mechanics involves the analysis of the motion of aircraft, missiles, rockets, reentry vehicles, and spacecraft that are subjected to gravitational, propulsive, and aerodynamic forces; the study of uncontrolled motion of satellites and coasting spacecraft is usually referred to as orbital mechanics. Subject matter in these areas includes trajectory analysis and optimization; attitude dynamics, stability, and control; flight test; orbit determination; orbital operations; systems engineering; sensors; satellite hardware applications; and simulation.

Flight Control

Control theory is applied in aerospace engineering to the development of automatic flight control systems for aircraft (autopilots and stability augmentation systems), attitude control systems for satellites, and guidance and control systems for missiles, rockets, reentry vehicles, and spacecraft. Course topics include linear system theory, classical control theory, digital control, and probability theory.

Student Outcomes

Attainment of these outcomes prepares graduates to enter the professional practice of engineering. Aerospace engineering graduates should demonstrate:

• An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
• An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
• An ability to communicate effectively with a range of audiences
• An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
• An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
• An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
• An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Portable Computing Devices

Students entering aerospace engineering are required to have access to a portable computing device capable of running the software tools required for undergraduate engineering analyses (MATLAB, SOLIDWORKS, Word, Excel, etc.) and accessing the remote server for the department. This device does not need to be brought to campus on a daily basis, but individual courses may require that the device be brought to certain lectures, labs, and/or exams. Minimum and recommended specifications may be found on the department website.

Curriculum

Course requirements include courses within the Cockrell School of Engineering and other required courses. In addition, each student must complete the University's Core Curriculum (p. 23). In some cases, a course that fulfills one of the following requirements may also be counted toward Core Curriculum or flag requirements; these courses are identified below.
The student must take all courses required for the degree on the letter-grade basis and must earn a grade of at least C- in each course, except for those listed as Remaining Core Curriculum courses. He or she must also maintain grade point averages of at least 2.00 in the major area of study and in required technical courses as described in Academic Standards (p. 105), and a cumulative University grade point average of at least 2.00 as described in the General Information Catalog.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the United States flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and both writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

Courses used to fulfill technical elective requirements must be approved by the aerospace engineering faculty before the student enrolls in them.

The student must take all courses required for the degree on the letter-grade basis and must earn a grade of at least C- in each course, except for those listed as Remaining Core Curriculum courses. He or she must also maintain grade point averages of at least 2.00 in the major area of study and in required technical courses as described in Academic Standards (p. 105), and a cumulative University grade point average of at least 2.00 as described in the General Information Catalog.

### Requirements

#### Aerospace Engineering Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>ASE 120K</td>
<td>Low-Speed Aerodynamics</td>
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</tr>
<tr>
<td>ASE 320</td>
<td>Low-Speed Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>ASE 324L</td>
<td>Aerospace Materials Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>ASE 330M</td>
<td>Linear System Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ASE 333T</td>
<td>Engineering Communication</td>
<td>3</td>
</tr>
<tr>
<td>ASE 362K</td>
<td>Compressible Flow</td>
<td>3</td>
</tr>
<tr>
<td>ASE 366K</td>
<td>Spacecraft Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ASE 367K</td>
<td>Flight Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>ASE 370C</td>
<td>Feedback Control Systems</td>
<td>3</td>
</tr>
<tr>
<td>ASE 375</td>
<td>Electromechanical Systems</td>
<td>3</td>
</tr>
<tr>
<td>ASE 376K</td>
<td>Propulsion</td>
<td>3</td>
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#### Chemistry

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<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>COE 311K</td>
<td>Engineering Computation</td>
<td>3</td>
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#### Engineering Mechanics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>E M 311M</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M 319</td>
<td>Mechanics of Solids</td>
<td>3</td>
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#### Mathematics

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus (mathematics; quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>M 408D</td>
<td>Sequences, Series, and Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear Algebra (quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>M 427L</td>
<td>Advanced Calculus for Applications II</td>
<td>4</td>
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#### Physics

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
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</tr>
<tr>
<td>PHY 103N</td>
<td>Laboratory for Physics 303L</td>
<td>1</td>
</tr>
<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>PHY 303L</td>
<td>Engineering Physics II (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Rhetoric and Writing

**Other required courses**

- Design track courses: 7
- Approved aerospace electives: 3
- Approved technical elective: 3
- Structures elective: 3
- M E 210 Engineering Design Graphics: 2
- M E 310T Applied Thermodynamics: 3

### Remaining Core Curriculum Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316L</td>
<td>British Literature</td>
<td>3</td>
</tr>
<tr>
<td>or E 316M</td>
<td>American Literature</td>
<td>3</td>
</tr>
<tr>
<td>or E 316N</td>
<td>World Literature</td>
<td>3</td>
</tr>
<tr>
<td>or E 316P</td>
<td>Masterworks of Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

### Design Track Options

The design track option allows the student to choose seven semester hours of courses in either atmospheric flight or space flight. Each student should choose a design track by the end of the first semester of the junior year and plan an academic program to meet the track requirements in the next three semesters. Many students choose electives that will strengthen their backgrounds in one specialty area, but this is not required. It should be noted that a student may choose the design courses in the other track as electives.

#### Design Track 1, Atmospheric Flight

Also called aeronautics, this track provides the student with a well-rounded program of study emphasizing the major disciplines of aerodynamics, propulsion, structures, design, performance, flight mechanics, and control of aircraft. These subjects are treated at a fundamental level that lays a foundation for work in a broad variety of specialties in the aircraft industry. This option is intended for the undergraduate student whose primary interest is aircraft.

- Aerospace Engineering 361K, Aircraft Design I (carries an independent inquiry flag)
- Aerospace Engineering 361L, Aircraft Design II (carries a writing flag)
- Aerospace Engineering 162M, High-Speed Aerodynamics Laboratory

#### Design Track 2, Space Flight

Also called astronautics, this track offers a well-rounded program of study that provides a background in the traditional areas of materials, structures, propulsion, and controls, while also giving the student a
chance to learn about the space environment, attitude determination and control, orbital mechanics, mission design, and spacecraft systems engineering. These subjects are treated at a fundamental level that lays a foundation for work in a broad variety of specialties in space-related industries. This option is intended for the undergraduate student whose primary interest is space and spacecraft.

Aerospace Engineering 166M, Spacecraft Systems Laboratory
Aerospace Engineering 374K, Space Systems Engineering Design
Aerospace Engineering 374L, Spacecraft/Mission Design (carries an independent inquiry flag and a writing flag)

Structures Elective
The degree requires all students to take three semester hours of an approved structures elective.

Students pursuing the Design Track 1, Atmospheric Flight, must take Aerospace Engineering 365, Structural Dynamics, to fulfill this requirement.

Students pursuing Design Track 2, Space Flight, will choose one of four options to fulfill this requirement:
Aerospace Engineering 357, Mechanics of Composite Materials
Aerospace Engineering 365, Structural Dynamics
Computational Engineering 321K, Computational Methods for Structural Analysis

Aerospace Electives
The degree requires all students to take nine semester hours of approved aerospace electives. The list of approved electives may be found on the department website. For students pursuing Design Track 1, Atmospheric Flight, six of the nine hours must include Aerospace Engineering 364, Applied Aerodynamics, and either Computational Engineering 321K, Computational Methods for Structural Analysis or Computational Engineering 347, Introduction to Computational Fluid Dynamics.

Special Projects Laboratories
The department offers students the opportunity to participate in special projects such as student-built radio-controlled aircraft competitions and student satellite-building projects. These time-intensive projects are open to all aerospace engineering students with at least 15 semester hours of University credit toward the degree and a grade point average of at least 2.50. Academic credit for participation in departmentally approved student projects is available on the pass/fail basis through the course Aerospace Engineering 128. Three such laboratory courses can be combined to count as one three-hour technical elective; one such laboratory course can be combined with a two-hour cooperative program to count as one three-hour technical elective.

Suggested Arrangement of Courses

<table>
<thead>
<tr>
<th>First Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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<tr>
<td>UGS 302 or 303</td>
<td>COE 301</td>
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<td>CH 301</td>
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<td>M 408C</td>
<td>PHY 303K</td>
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<td>RHE 306</td>
<td>PHY 103M</td>
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<tr>
<td>Social and behavioral sciences</td>
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<td>American history</td>
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<table>
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<tr>
<td>E M 306</td>
<td>COE 311K</td>
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<td>M 427J</td>
<td>4 E M 311M</td>
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<td>PHY 303L</td>
<td>3 E M 319</td>
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<td>PHY 103N</td>
<td>1 M 427L</td>
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<td>M E 210</td>
<td>2 ASE 333T</td>
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<td>M E 310T</td>
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<td>ASE 120K</td>
<td>1 ASE 367K</td>
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<tr>
<td>ASE 330M</td>
<td>3 Design courses</td>
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<tr>
<td>ASE 365K</td>
<td>3 Aerospace elective</td>
<td>3</td>
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<tr>
<td>Structures elective</td>
<td>3 Visual and performing arts</td>
<td>3</td>
<td></td>
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<tr>
<td>E 316L, 316M, 316N, or 316P</td>
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<th>Fourth Year</th>
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<td>ASE 375</td>
<td>3 ASE 324L</td>
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<td>ASE 376K</td>
<td>3 ASE 370C</td>
<td>3</td>
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<td>Design course</td>
<td>3 Aerospace elective</td>
<td>3</td>
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<tr>
<td>Aerospace elective</td>
<td>3 American history</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Technical elective</td>
<td>3 American and Texas government</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>15</td>
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</tbody>
</table>

Total credit hours: 112

Bachelor of Science in Architectural Engineering

Buildings are the domain of architectural engineers and endpoints of this important engineering discipline. Americans spend over 70 total years of an average lifetime inside of buildings. As such, an important role of architectural engineers is to design buildings that are structurally resilient and able to withstand the loads that act on their exterior and interior surfaces. Because of the amount of time people spend in them, it is also important that buildings be designed, constructed, operated, and maintained to be healthy environments, free of airborne or surface contamination that can adversely affect occupants. Furthermore, buildings should also be comfortable environments that facilitate worker productivity and learning. In the United States, buildings account for nearly 40% of all energy use, over 70% of electricity use, and are major contributors to greenhouse gas emissions. As such, architectural engineers strive to design, construct, and operate both energy efficient and healthy buildings, with an increasing focus on the use of appropriate green building materials and products.

The building sector represents a major fraction of the United States economy, and buildings are by far the number one asset amongst all assets in the United States. Their appropriate design is critical for the people they serve, national and global economies, and for reasons of environmental sustainability. The curriculum in architectural engineering is designed to meet these needs. It offers training in the fundamentals of engineering, with specialization in structural analysis and design, building energy and environments, building construction, and materials. This curriculum affords the student the opportunity to attain competence in the structural design of resilient buildings, from high-rise office buildings to single-family homes, and from hospitals to schools. Courses in building energy and environments provide graduates with knowledge relevant to the design and operation of both energy efficient and healthy buildings. Students will also gain important knowledge.
related to sustainable construction practices, construction management, and modern building materials.

The extensive technical requirements, coupled with courses in arts and sciences, provide the architectural engineering student with an opportunity to obtain a background that is ideally suited for careers and positions of responsibility with consulting engineering firms, general contractors, manufacturers, government agencies, and architecture firms. The curriculum also serves as an excellent springboard to graduate study in the areas of structural engineering, building energy and environments, construction engineering and project management, or infrastructure materials engineering.

Student Outcomes

Graduates of the architectural engineering program are expected to have:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Program Educational Objectives

Graduates of the architectural engineering program should solve architectural engineering problems within a greater societal context. They should:

- Exhibit character and decision-making skills embodying professionalism and ethical behavior
- Apply knowledge, strong reasoning, and quantitative skills to design and implement creative and sustainable solutions
- Engage in lifelong learning to meet evolving engineering challenges facing society
- Exhibit strong communication, critical thinking, interpersonal, and management skills as leaders and contributors in the architectural engineering profession

Dual Degree program in Architectural Engineering and Architecture

A program that leads to both the Bachelor of Science in Architectural Engineering degree and the Bachelor of Architecture degree is available to qualified students. The program combines the course requirements of both degrees and requires six years for completion. Students who wish to pursue both degrees must apply for admission to the School of Architecture according to the procedures and deadlines established by the school. The program is described in Bachelor of Architecture/Bachelor of Science in Architectural Engineering Dual Degree Program (p. 34); additional information is available from the undergraduate advisor for architectural engineering.

Portable Computing Devices

Student entering Architectural Engineering are required to have a laptop at their disposal. Laptops do not need to be brought to campus on a daily basis, but individual courses may require that a laptop be brought to class or lab sessions. For more information, see the list of minimum system requirements.

Curriculum

Course requirements include courses within the Cockrell School of Engineering and other required courses. In addition, each student must complete the University’s Core Curriculum (p. 23). In some cases, a course required for the Bachelor of Science in Architectural Engineering may also be counted toward the core curriculum; these courses are identified below. To ensure that courses used to fulfill the social and behavioral sciences and visual and performing arts requirements of the core curriculum also meet ABET criteria, students should follow the guidance given in Liberal Education of Engineers.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the United States flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, the global cultures flag, and one writing flag are carried by courses specifically required for the degree; these courses are identified below. Students are advised to fulfill the second writing flag requirement with a course that meets another requirement of the core curriculum. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

Requirements

<table>
<thead>
<tr>
<th>Architectural Engineering Courses</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARE 217 Computer-Aided Design and Graphics</td>
<td>2</td>
</tr>
<tr>
<td>ARE 320K Introduction to Design I</td>
<td>3</td>
</tr>
<tr>
<td>ARE 320L Introduction to Design II</td>
<td>3</td>
</tr>
<tr>
<td>ARE 323K Project Management and Economics</td>
<td>3</td>
</tr>
<tr>
<td>ARE 335 Materials and Methods of Building Construction</td>
<td>3</td>
</tr>
<tr>
<td>ARE 346N Building Environmental Systems</td>
<td>3</td>
</tr>
<tr>
<td>ARE 346P HVAC Design</td>
<td>3</td>
</tr>
<tr>
<td>or ARE 371 Energy Simulation in Building Design</td>
<td>3</td>
</tr>
<tr>
<td>ARE 366 Contracts, Liability, and Ethics (ethics flag)</td>
<td>3</td>
</tr>
<tr>
<td>ARE 465 Integrated Design Project (independent inquiry flag)</td>
<td>4</td>
</tr>
</tbody>
</table>

Civil Engineering

<p>| C E 311K Introduction to Computer Methods | 3 |
| C E 311S Probability and Statistics for Civil Engineers | 3 |
| C E 319F Elementary Mechanics of Fluids | 3 |
| C E 324P Properties and Behavior of Engineering Materials | 3 |
| C E 329 Structural Analysis | 3 |
| C E 331 Reinforced Concrete Design | 3 |
| or C E 335 Elements of Steel Design | 3 |</p>
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>C E 333T</td>
<td>Engineering Communication</td>
<td>3</td>
</tr>
<tr>
<td>C E 357</td>
<td>Geotechnical Engineering</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Chemistry</strong></td>
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<tr>
<td>E M 319</td>
<td>Mechanics of Solids</td>
<td>3</td>
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<tr>
<td></td>
<td><strong>Mathematics</strong></td>
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</tr>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus (mathematics; quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>M 408D</td>
<td>Sequences, Series, and Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear Algebra (quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td><strong>Physics</strong></td>
<td></td>
</tr>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>Laboratory for Physics 303L</td>
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<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (part I science and technology)</td>
<td>3</td>
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<td>PHY 303L</td>
<td>Engineering Physics II (part I science and technology)</td>
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<td><strong>Other Required Courses</strong></td>
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<tr>
<td>M E 320</td>
<td>Applied Thermodynamics</td>
<td>3</td>
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<td></td>
<td>Approved architectural history elective (visual and performing arts; global cultures flag)</td>
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<td></td>
<td>Approved mathematics or science elective</td>
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<tr>
<td></td>
<td>Approved technical electives</td>
<td>9</td>
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<tr>
<td></td>
<td><strong>Remaining Core Curriculum Courses</strong></td>
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<tr>
<td>E 316L</td>
<td>British Literature 1</td>
<td>3</td>
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<tr>
<td>or E 316M</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316N</td>
<td>World Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316P</td>
<td>Masterworks of Literature</td>
<td></td>
</tr>
<tr>
<td>American and Texas government 2</td>
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<td>6</td>
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<tr>
<td>American history 2</td>
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<tr>
<td>Social and behavioral science 3</td>
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</tbody>
</table>

1. Some sections of the listed English humanities courses (E 316L, 316M, 316N, 316P) carry a global cultures or cultural diversity flag.
2. Some sections carry a cultural diversity flag.
3. Some sections carry a global cultures and/or cultural diversity flag.
4. In UGS 302, all sections carry a writing flag. In UGS 303, some sections carry a writing flag.

Total Hours: 110

**Technical Electives**

Technical electives in architectural engineering are listed in three areas of specialization below. Nine semester hours must be chosen from the following approved technical elective courses or selected with the approval of the department undergraduate advisor. Lower-division courses may not be used as technical electives.

**Area 1, Structural Engineering**

Architectural Engineering 345K, Masonry Engineering
Architectural Engineering 362L, Structural Design in Wood

Civil Engineering 331, Reinforced Concrete Design or 335, Elements of Steel Design
Civil Engineering 360K, Foundation Engineering (carries an independent inquiry flag)
Civil Engineering 362M, Advanced Reinforced Concrete Design (carries an independent inquiry flag)
Civil Engineering 362N, Advanced Steel Design (carries an independent inquiry flag)
Civil Engineering 363, Advanced Structural Analysis
Civil Engineering 375, Earth Slopes and Retaining Structures

**Area 2, Building Energy and Environments**

Architectural Engineering 346P, HVAC Design or 371, Design of Energy Efficient and Healthy Buildings
Architectural Engineering 370, Design of Energy Efficient and Healthy Buildings
Civil Engineering 341, Introduction to Environmental Engineering
Mechanical Engineering 339, Heat Transfer
Mechanical Engineering 374F, Fire Science
Mechanical Engineering 374S, Solar Energy Systems Design
Mechanical Engineering 379N, Engineering Acoustics

**Area 3, Construction and Infrastructure Materials Engineering**

Architectural Engineering 358, Cost Estimating in Building Construction
Architectural Engineering 376, Building Information Modeling for Capital Projects
Civil Engineering 351, Concrete Materials
Mechanical Engineering 349, Corrosion Engineering
Mechanical Engineering 378K, Mechanical Behavior of Materials
Mechanical Engineering 378P, Properties and Applications of Polymers

**Suggested Arrangement of Courses**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Term</th>
<th>Hours</th>
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<tbody>
<tr>
<td>First Term</td>
<td>Hours</td>
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<tr>
<td>ARE 102</td>
<td>Approved architectural history elective</td>
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<td>CH 301</td>
<td>GEO 303</td>
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<td>M 408C</td>
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<td>RHE 306</td>
<td>PHY 303K</td>
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<td>UGS 302 or 303</td>
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<td></td>
<td>Social and behavioral sciences</td>
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<table>
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<th>Third Year</th>
<th>Hours</th>
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<tbody>
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<td>Hours</td>
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</tr>
<tr>
<td>C E 311K</td>
<td>3 ARE 217</td>
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<td>E M 305</td>
<td>C E 311S</td>
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<td>M 427J</td>
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<td>PHY 303L</td>
<td>3 C E 319F</td>
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<td>PHY 103N</td>
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<tbody>
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<td>First Term</td>
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<tr>
<td>ARE 320K</td>
<td>3 ARE 320L</td>
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<tr>
<td>C E 324P</td>
<td>3 ARE 335</td>
</tr>
<tr>
<td>C E 329</td>
<td>3 ARE 346N</td>
</tr>
<tr>
<td>C E 357</td>
<td>3 C E 331 or 335</td>
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<td>M E 320</td>
<td>3 E 316L, 316M, 316N, or 316P</td>
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Fourth Year

<table>
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<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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<td>ARE 322K</td>
<td>3</td>
<td>ARE 465</td>
<td>4</td>
</tr>
<tr>
<td>ARE 346P or 371</td>
<td>3</td>
<td>ARE 366</td>
<td>3</td>
</tr>
<tr>
<td>Approved math/science elective</td>
<td>3</td>
<td>American government</td>
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<td>Approved technical elective</td>
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<td>American and Texas government</td>
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<td>16</td>
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</tbody>
</table>

Total credit hours: 110

**Bachelor of Science in Biomedical Engineering**

The mission of the Department of Biomedical Engineering is to develop clinically translatable solutions for human health by training the next generation of biomedical engineers, cultivating leaders, and nurturing the integration of science, engineering, and medicine in a discovery-centered environment. The main educational objective is to provide a thorough training in the fundamentals of engineering science, design, and biology. The curriculum is designed to provide concepts central to understanding living systems from the molecular and cellular levels to the tissue and organismal levels. The curriculum incorporates principles of vertical integration, leading to the choice of a technical area (biomedical imaging and instrumentation, cellular and biomolecular engineering, computational biomedical engineering, or biomechanics), and culminates in a team capstone design experience. Students are expected to develop an understanding of industrial, research, and clinical biomedical engineering environments; an understanding of regulatory issues and biomedical ethics; the ability to create, identify, formulate, and solve biomedical engineering problems; the ability to design systems to meet needs in medical/life science applications; an understanding of life processes at the molecular, cellular, tissue, and organismal levels; the ability to use instrumentation and to make measurements and interpret data in living systems; and an appreciation of the interdisciplinary nature of biomedical engineering research.

**Portable Computing Devices**

Students entering biomedical engineering are required to have a laptop computer. Laptops do not need to be brought to campus on a daily basis, but individual courses may require that a laptop be brought to certain lectures, labs, and/or exams. Minimum requirements for the laptop are listed on the department’s website.

**Student Outcomes**

Graduates of the biomedical engineering program are expected to have:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specific needs with consideration of public health, safety, and welfare, as well as global, cultural, societal, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgements, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgement to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

**Program Educational Objectives**

Achievement of the preceding program outcomes gives students the foundation for accomplishing the biomedical engineering program educational objectives. A few years after graduation, students are expected to be able to:

- Conduct themselves with exemplary professional ethics and highest integrity
- Demonstrate a quantitative, analytical, and systems approach to problem solving in their professional practice
- Demonstrate a continuous quest for professional excellence and success
- Participate in continuing education to expand their knowledge of contemporary professional issues
- Exhibit effective scientific, technical, communication, and resource management skills in their professional practice

**Curriculum**

Course requirements include courses within the Cockrell School of Engineering, and other required courses. In addition, each student must complete the University’s core curriculum (p. 23). In some cases, a course that fulfills one of the following requirements may also be counted toward core curriculum or flag requirements; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the United States flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and the two writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

Prior to registration, students must receive approval from the Biomedical Engineering Academic Advising Office for courses to be used to fulfill technical and nontechnical course requirements. The student must take all courses required for the degree on the letter-grade basis and must earn a grade of at least C- in each, except for those listed as Remaining Core Curriculum Courses.

**Requirements**

<table>
<thead>
<tr>
<th>Biomedical Engineering Courses</th>
<th>Hours</th>
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<tbody>
<tr>
<td>BME 214L Computational Fundamentals of Biomedical Engineering Design</td>
<td>2</td>
</tr>
<tr>
<td>BME 245L Experimental Principles of Biomedical Engineering Design</td>
<td>2</td>
</tr>
<tr>
<td>BME 261L Development and Analysis in Biomedical Engineering Design</td>
<td>2</td>
</tr>
<tr>
<td>BME 303L Introduction to Biomedical Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>BME 311 Network Analysis in Biomedical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>BME 313L Introduction to Numerical Methods in Biomedical Engineering</td>
<td>3</td>
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</tbody>
</table>
BME 333T  Engineering Communication (writing and an ethics flag)  3
BME 335  Engineering Probability and Statistics  3
BME 343  Biomedical Engineering Signal and Systems Analysis  3
BME 344  Biomechanics  3
BME 349  Biomedical Instrumentation  3
BME 352  Engineering Biomaterials  3
BME 353  Transport Phenomena in Living Systems  3
BME 355  Molecular Engineering  3
BME 365R  Quantitative Engineering Physiology I  3
BME 365S  Quantitative Engineering Physiology II  3
BME 370  Biomedical Engineering Capstone Design I (writing flag)  3
BME 371  Biomedical Engineering Capstone Design II (independent inquiry flag)  3
Approved technical area elective  12

Biology
BIO 206L  Introductory Laboratory Experiments in Biology  2
BIO 311C  Introductory Biology I  3

Biochemistry and Chemistry
BCH 369  Fundamentals of Biochemistry  3
CH 128K  Organic Chemistry Laboratory  1
CH 320M or CH 328M  Organic Chemistry I  3

Mathematics
M 408C  Differential and Integral Calculus (mathematics; quantitative reasoning flag)  4
M 408D  Sequences, Series, and Multivariable Calculus  4
M 427J  Differential Equations with Linear Algebra (quantitative reasoning flag)  4

Physics
PHY 103M  Laboratory for Physics 303K  1
PHY 103N  Laboratory for Physics 303L  1
PHY 303K  Engineering Physics I (part I science and technology; quantitative reasoning flag)  3
PHY 303L  Engineering Physics II (part I science and technology; quantitative reasoning flag)  3

Rhetoric and Writing

Remaining Core Curriculum Courses
E 316L or E 316M or E 316N or E 316P  American Literature World Literature Masterworks of Literature  6
American and Texas government  2
American history  2
Social and behavioral sciences  3
Visual and performing arts  3

Minimum Required  133

Integrated BSBME/MSE Program

The integrated degree program results in simultaneously awarding a Bachelor of Science in Biomedical Engineering (BSBME) and a Master of Science in Engineering (MSE) degree offered by the graduate program in biomedical engineering. The objective of the Integrated BSBME/MSE Program is to enable prepared undergraduates in Biomedical Engineering to earn two degrees in a shortened time period. By applying AP and Credit by Exam courses, having students take recommended summer courses, and allowing seniors to enroll in graduate-level engineering courses reserved for graduate credit, the program enables graduates to complete both degree requirements in five years.

Admissions. Current undergraduate BME students may begin the application process to the Integrated BSBME/MSE Program option in the first term of their third year. Admission includes the two steps outlined below. Undergraduate students not in the biomedical engineering major are not eligible to apply. It is expected that all students selected for the program in Step 1 and have been successful in their first graduate-level coursework will be selected for admission in Step 2. Successful completion will be evaluated and determined by the department’s Domestic Graduate Admission Committee and the Graduate Advisor.

Step 1. Students go through the first step in application for admission to the Integrated BSBME/MSE Program in the second term of the third year. The Step 1 application is internal through the department and includes a resume, statement of purpose, and letters of recommendation. Qualified applicants will be selected based on the applicant’s progress to degree completion, grade point average, and other qualifications included in the application materials. Selected students will be notified early in the summer after their the third year of their admission status for the integrated program, allowing them to meet with an academic advisor to plan graduate coursework in the first term of their fourth year.

Step 2. Students go through the second step in the application after the second term of their fourth year. The Step 2 application is formal through the Graduate and International Admission Center (GIAC) and includes a resume, statement of purpose, letters of recommendation, and a TOEFL score (if required). Qualified applicants will be selected based on success in graduate-level engineering courses in the first term of their fourth year, grade point average, and other qualifications included in the application materials. Graduate Record Exam (GRE) test scores are required for admission through GIAC.

If a student in their fourth year is taking graduate courses and would be on track to complete the integrated program but did not apply in their third year through Step 1, they may also choose to apply in Step 2 and formally apply through GIAC by the normal admission deadline. These students will be evaluated for admission on the same criteria.

Degree Requirements. In order for integrated program students to complete both the BSBME and MSE degrees in five years, the department waives six semester credit hours (SCH) of technical area electives in lieu of six SCH of graduate engineering coursework reserved for graduate credit taken in the fourth year. This reduces the total BSBME degree
requirements for integrated program students from 133 to 127 SCH. The remaining required six SCH of technical area electives required for the BSBME degree must be taken in engineering (see Technical Area Options section below).

Students in the integrated program complete 12 SCH of graduate coursework in their fourth year and 18 SCH of graduate coursework in their fifth year to complete a total of 30 SCH of graduate coursework for the MSE degree as described in the Graduate Catalog. Students have the option of choosing the coursework or thesis options for the MSE degree as described in the Graduate Catalog. Which courses the student takes will be determined with the graduate advisor and academic advisor to ensure compliance with degree requirements and meet the students’ career goals.

Students unable to successfully complete the integrated program, or who wish to terminate pursuit of the MSE for any reason, may obtain a BSBME degree by satisfying all of the requirements for the standalone degree. Two of the graduate courses (six SCH) taken in the fourth year may count toward the 12 SCH of technical area electives required to complete the entire 133 SCH requirements. An undergraduate student leaving the integrated program will be on a trajectory to graduate with the regular BSBME degree in the same timeframe prior to admission to the integrated program.

Graduates of the integrated program will receive the BSBME and MSE degrees simultaneously after successfully completing the 127 SCH for the BSBME and 30 SCH for the MSE, a total of 157 SCH. It is expected that students in this program will graduate with both degrees in a total of five years to completion.

Advising. Once admitted, students will be advised each semester by the graduate advisor and an academic advisor to complete coursework required for the BSBME degree in their fourth year, and completion of the coursework required for the MSE degree in their fourth and fifth years.

Information regarding the integrated program requirements and policies may be obtained from the Biomedical Engineering Academic Advising Office in BME 3.308.

Technical Area Options

The technical area options allow the student to build on the biomedical engineering core curriculum by choosing 12 semester hours of technical area coursework. A minimum of six semester hours of the 12 semester hours of technical area coursework must be taken within engineering. Students choose coursework in one of the following four areas: biomedical imaging and instrumentation; cellular and biomolecular engineering; computational biomedical engineering; or biomechanics. Within some technical areas, career emphases are available for students to focus coursework toward a particular career track. Students have flexibility to take technical elective coursework from more than one career emphasis under the same technical area. Each student should choose a technical area by the end of the sophomore year and plan an academic program to meet the area requirements during the next two years. Students can visit the Biomedical Engineering Academic Advising Office in BME 3.308 for more information about the Technical Area Options.

Preparation for Health Professions. Students who plan to attend medical, veterinary, or dental school in Texas must complete coursework in addition to that required for the BS in Biomedical Engineering in order to meet professional school admission requirements; those who plan to attend schools outside Texas may need additional coursework. The student is responsible for knowing and meeting these additional requirements, but assistance and information are available in the Health Professions Office in the College of Natural Sciences, PAI 5.03. Additional information about preparation for health professions is available online at https://cns.utexas.edu/health-professions.

Preparation for Law. There is no sequential arrangement of courses prescribed for a pre-law program. The Association of American Law Schools puts special emphasis on comprehension and expression in words, critical understanding of the human institutions and values with which the law deals, and analytical power in thinking. Courses relevant to these objectives deal with communication of ideas, logic, mathematics, social sciences, history, philosophy, and the physical sciences. Services for pre-law students are provided to students in all colleges by Liberal Arts Career Services in FAC 18, and to engineering students by the Engineering Career Assistance Center (ECAC) in EER 2.604. Additional information about preparation for law is available online at https://liberalarts.utexas.edu/lacs/index.php.

Plan II Honors Program. Students enrolled in the Plan II Honors Program are encouraged to contact the Biomedical Engineering Academic Advising Office, in addition to the Plan II Office to ensure that requirements for both programs are met. Plan II courses may count toward biomedical engineering program requirements.

Minors and Certificate Programs. Biomedical engineering students may enrich their education through minors and certificate programs. For a full list please see Minor and Certificate Programs (p. 13). Common examples of certificates completed by Biomedical engineering students are as follows:

Business Minor. Students who wish to learn about fundamental business concepts and practices may take supplemental coursework that leads to the Business Minor, awarded by the Red McCombs School of Business. The certificate description is provided in the Minor and Certificate Programs section of the McCombs School of Business in the Undergraduate Catalog (p. 62).

Business of Healthcare Certificate. The Red McCombs School of Business offers this certificate to prepare students for the unique challenges and opportunities in the field of healthcare. The certificate description is provided in the Minor and Certificate Programs section of the McCombs School of Business in the Undergraduate Catalog (p. ).

Elements of Computing. Students who wish to learn about computer science may take the coursework that leads to the certificate in the Elements of Computing, awarded by the Department of Computer Science. The certificate description is provided in the Minor and Certificate Programs section of the College of Natural Science in the Undergraduate Catalog (p. 288).

Pre-Health Professions Certificate. This certificate provides majors outside of the College of Natural Sciences (CNS) access to the courses required to complete health professions prerequisites. The certificate description is provided in the Minor and Certificate Programs section of the College of Natural Science in the Undergraduate Catalog (p. 291).

Bridging Disciplines Programs. These interdisciplinary programs offer students the opportunity to develop skills to collaborate across disciplines and cultures. The certificate description is provided in the Minor and Certificate Programs section of the School of Undergraduate Studies in the Undergraduate Catalog (p. 24).

Technical Area 1, Biomedical Imaging and Instrumentation

This technical area is designed for students interested in the general area of medical imaging science and instrumentation design. Two career emphases are available in this area: biomedical imaging and biomedical instrumentation. Students are required to select 12 semester hours from
any of the Technical Area 1 electives; six of the 12 hours must be within
engineering.

Career Emphasis A: Biomedical Imaging
The main objective of this emphasis is to prepare students for a career in
biomedical imaging. A solid foundation, practical knowledge, and
skills are established in optics, imaging modalities, and image and signal
processing.

While students are required to select 12 hours from any of the Technical
Area 1 electives, the following are recommended for the biomedical
imaging career emphasis:

Biomedical Engineering 336, Cancer Bioengineering
Biomedical Engineering 347, Fundamentals of Biomedical Optics
Biomedical Engineering 350, Computational Methods for Biomedical
Engineers
Biomedical Engineering 357, Biomedical Imaging Modalities
Biomedical Engineering 358, Medical Decision Making
Electrical Engineering 347, Modern Optics
Electrical Engineering 351M, Digital Signal Processing
Electrical Engineering 371Q, Digital Image Processing
An approved upper-division biomedical engineering, electrical
engineering, or physics course

Career Emphasis B: Biomedical Instrumentation
The main objective of this emphasis is to prepare students to design
and use biomedical instrumentation for imaging, diagnostic, and
therapeutic applications. A solid foundation, practical knowledge, and
skills are established in analog and digital network analysis, software
and hardware programming, electronic circuits, sensors, data acquisition
systems, image and signal processing, and computational analysis of
data as it applies to living systems.

While students are required to select 12 hours from any of the Technical
Area 1 course options, the following are recommended for the biomedical
instrumentation career emphasis:

BME 306,
Biomedical Engineering 354, Molecular Sensors and Nanodevices for
Biomedical Engineering Applications
Biomedical Engineering 363E, Medical Device Design and Manufacturing
Biomedical Engineering 367, Design of Artificial Organs
Biomedical Engineering 374K, Biomedical Instrument Design
Biomedical Engineering 374L, Applications of Biomedical Instrumentation
Lab
Electrical Engineering 312, Software Design and Implementation I
Electrical Engineering 319K, Introduction to Embedded Systems
Electrical Engineering 438, Fundamentals of Electronic Circuits I Laboratory
Electrical Engineering 445L, Embedded Systems Design Laboratory
Electrical Engineering 445M, Embedded and Real-Time Systems Laboratory
Electrical Engineering 445S, Real-Time Digital Signal Processing Laboratory
Electrical Engineering 351M, Digital Signal Processing

Technical Area 2, Cellular and Biomolecular
Engineering
The major objective of this area is to teach students how to integrate
knowledge in cell and molecular biology with engineering analysis, so
that they can address problems in molecular-based medicine. Two career
emphases are available in this area: biomaterials/regenerative medicine and
nanotechnology. Students are required to select 12 semester hours
from any of the Technical Area 2 electives; six of the 12 hours must be
within engineering.

Career Emphasis A: Biomaterials/Regenerative
Medicine
The objective of this emphasis is to prepare students for a career in
biomaterials and regenerative medicine engineering. This emphasis
includes solid foundation in cell and tissue engineering, biomaterials,
and pharmacology. While students are required to select 12 hours from any
of the Technical Area 2 course options, the following are recommended for
the biomaterials/regenerative medicine career emphasis:

Biology 320, Cell Biology
Biology 325, Genetics
Biology 326M, Introductory Medical Microbiology and Immunology
Biomedical Engineering 336, Cancer Bioengineering
Biomedical Engineering 339, Biochemical Engineering
Biomedical Engineering 359, Cellular and Molecular Biomechanics
Biomedical Engineering 363E, Medical Device Design and Manufacturing
Biomedical Engineering 364, Biological Responses to Medical Devices
Biomedical Engineering 365, Tissue Microenvironments
Biomedical Engineering 366, Immune Engineering
Biomedical Engineering 367, Design of Artificial Organs
Biomedical Engineering 369, Biomimetic Design and Engineering
Biomedical Engineering 373, Tissue, Scaffold, and Cell Biomechanics
Applications
Biomedical Engineering 375, Stem Cells in Cell and Tissue Engineering
Biomedical Engineering 376, Cell Engineering
Biomedical Engineering 379, Tissue Engineering
An approved topic of Chemical Engineering 379, Topics in Chemical
Engineering
Chemistry 320N, Organic Chemistry II and 220C, Organic Chemistry
Laboratory; or 328N, Organic Chemistry II and 128L, Organic Chemistry
Laboratory
Pharmacy PharmD 338, Introduction to Pharmacology
An approved upper-division biomedical engineering, chemical
engineering or mechanical engineering course

Career Emphasis B: Nanotechnology
The objective of this emphasis is to prepare students for a career in
nanotechnology. This emphasis includes solid foundation in nanodevices
and sensors, biological physics, and nanocomposites. While students
are required to select 12 hours from any of the Technical Area 2 course
options, the following are recommended for the nanotechnology career
emphasis:

Biomedical Engineering 346, Computational Biomolecular Engineering
Biomedical Engineering 354, Molecular Sensors and Nanodevices for
Biomedical Engineering Applications
Biomedical Engineering 356, Polymer and Bioconjugate Chemistry
Biomedical Engineering 359, Cellular and Molecular Biomechanics
Chemical Engineering 339P, Introduction to Biological Physics
An approved topic of Chemical Engineering 379, Topics in Chemical
Engineering
Chemistry 320N, Organic Chemistry II and 220C, Organic Chemistry
Laboratory; or 328N, Organic Chemistry II and 128L, Organic Chemistry
Laboratory
An approved topic of Mechanical Engineering 379M, Topics in Mechanical
Engineering
An approved upper-division biomedical engineering, chemical
engineering or mechanical engineering course

Technical Area 3, Computational Biomedical
Engineering
The objective of this area is to provide students with the knowledge
and skills that will enable them to design and use computational
algorithms to address problems in biomedical research and health care.
Examples include (a) designing medical decision aids using statistical and machine learning models, (b) dynamic modeling and computer simulation to study the biomechanics and control of movement, (c) development of thermodynamic models of dynamic processes at the microscopic and macroscopic scales in biological systems, and (d) image processing techniques for quantitative measurement and interpretation of biomedical images. Students are required to select 12 semester hours from any of the Technical Area 3 electives; six of the 12 hours must be within engineering.

Students must select 12 hours from the following:

BME 306, Biomedical Engineering 336, Cancer Bioengineering
Biomedical Engineering 345, Graphics and Visualization Laboratory
Biomedical Engineering 346, Computational Biomolecular Engineering
Biomedical Engineering 347, Fundamentals of Biomedical Optics
Biomedical Engineering 348, Modeling of Biomedical Engineering Systems
Biomedical Engineering 350, Computational Methods for Biomedical Engineers
Biomedical Engineering 357, Biomedical Imaging Modalities
Biomedical Engineering 358, Medical Decision Making
Biomedical Engineering 363E, Medical Device Design and Manufacturing
Biomedical Engineering 367, Design of Artificial Organs
Biomedical Engineering 373, Tissue, Scaffold, and Cell Biomechanics Applications
Electrical Engineering 312, Software Design and Implementation I
Electrical Engineering 319K, Introduction to Embedded Systems
Electrical Engineering 422C, Software Design and Implementation II
Electrical Engineering 360C, Algorithms
Electrical Engineering 371Q, Digital Image Processing
Mathematics 325K, Discrete Mathematics
Mathematics 340L, Matrices and Matrix Calculations
A computer science course from an approved list

**Technical Area 4, Molecular, Cellular, and Tissue Biomechanics**

The major objective of this area is to provide students with knowledge of the structure and function of biological systems by means of the methods of mechanics. Students will learn skills to apply engineering principles to understand how living systems function at all scales of organization and to translate this understanding to the design of devices and procedures that will improve diagnostic and therapeutic methods in health care.

Students must select 12 hours from the following; six of the 12 hours must be within engineering:

Biomedical Engineering 336, Cancer Bioengineering
Biomedical Engineering 342, Biomechanics of Human Movement
Biomedical Engineering 346, Computational Biomolecular Engineering
Biomedical Engineering 347, Fundamentals of Biomedical Optics
Biomedical Engineering 354, Molecular Sensors and Nanodevices for Biomedical Engineering Applications
Biomedical Engineering 359, Cellular and Molecular Biomechanics
Biomedical Engineering 362, Introduction to Nonlinear Dynamics in Biological Systems
Biomedical Engineering 363E, Medical Device Design and Manufacturing
Biomedical Engineering 365, Tissue Microenvironments
Biomedical Engineering 367, Design of Artificial Organs
Biomedical Engineering 369, Biomimetic Design and Engineering
Biomedical Engineering 373, Tissue, Scaffold, and Cell Biomechanics Applications
Biomedical Engineering 376, Cell Engineering
Chemical Engineering 339P, Introduction to Biological Physics

Kinesiology 326K, Biomechanical Analysis of Movement
Mechanical Engineering 314D, Dynamics
Mechanical Engineering 344, Dynamic Systems and Controls and 144L, Dynamic Systems and Controls Laboratory
Mechanical Engineering 354, Introduction to Biomechanical Engineering
Mechanical Engineering 372J, Robotics and Automation
An approved upper-division biomedical engineering or mechanical engineering course

**Suggested Arrangement of Courses**

**First Year**

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
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<tr>
<td>BIO 311C</td>
<td>3</td>
<td>3 BME 303</td>
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<td>BME 303L</td>
<td>3</td>
<td>3 CH 302</td>
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<td>UGS 302 or 303</td>
<td>CH 204</td>
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<tr>
<td>BIO 206L</td>
<td>2 M 408D</td>
<td>4</td>
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<tr>
<td>CH 301</td>
<td>4 PHY 303K</td>
<td>3</td>
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<tr>
<td>M 408C</td>
<td>4 PHY 103M</td>
<td>1</td>
<td>RHE 306</td>
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**Second Year**

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<tr>
<td>BME 214L</td>
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<td>BME 333T</td>
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<tr>
<td>CH 320M or 328M</td>
<td>3 BME 313L</td>
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<tr>
<td>CH 128K</td>
<td>1 BME 344</td>
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<tr>
<td>BME 311</td>
<td>3 BME 335</td>
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<tr>
<td>M 427J</td>
<td>4 BCH 369</td>
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<td>PHY 303L</td>
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<td>PHY 103N</td>
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**Third Year**

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<td>BME 261L</td>
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<tr>
<td>BME 343</td>
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<td>BME 352</td>
<td>3 BME 349</td>
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<tr>
<td>BME 365R</td>
<td>3 BME 365S</td>
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<tr>
<td>E 316L, 316M, 316N, or 316P</td>
<td>3 Technical area elective</td>
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<tr>
<td>Technical area elective</td>
<td>3 BME 353</td>
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**Fourth Year**

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<td>BME 371</td>
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<td>GOV 310L</td>
<td>3 GOV 312L or 312P</td>
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<td>Technical area elective</td>
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<tr>
<td>American history</td>
<td>3 Technical area elective</td>
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<tr>
<td>Social and behavioral sciences</td>
<td>3 American history</td>
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Total credit hours: 116

**Bachelor of Science in Chemical Engineering**

Chemical engineering is one of the most broadly-based engineering disciplines. Its field of practice covers the development, design, and control of processes and products that involve molecular change, both chemical and biological, and the operation of such processes. Because many of the products that sustain and improve life are produced by carefully designed and controlled molecular changes, the chemical engineer serves in a wide variety of industries. These industries range from chemical and energy companies to producers of all types of
Introduction to Computing

Laboratory for Physics 303L

Sequences, Series, and

Introduction to Chemical

Chemical Engineering Materials

Thermodynamics

Biochemical Engineering

Process Control

Advanced Calculus for Applications

Organic Chemistry I

for the laptop are listed on the department's

website. (p. 23) are identified in the Course Schedule.


counted toward the core curriculum; these courses are identified below. In addition, each student must complete the University's Core Curriculum. In some cases, a course required for the Bachelor of Science in Chemical Engineering may also be counted toward the core curriculum; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one course with a quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the United States flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and the two writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

Requirements

Chemical Engineering Courses

CHE 210  Introduction to Computing  2
CHE 253K  Applied Statistics  2
CHE 253M  Measurement, Control, and Data Analysis Laboratory  2
CHE 264  Chemical Engineering Process and Projects Laboratory (writing flag)  2
CHE 317  Introduction to Chemical Engineering Analysis  3
CHE 319  Transport Phenomena  3
CHE 322  Thermodynamics  3
CHE 333T  Engineering Communication (writing flag; ethics flag)  3
CHE 338  Biochemical Engineering  3
CHE 348  Numerical Methods in Chemical Engineering and Problem Solving  3
CHE 350  Chemical Engineering Materials  3
CHE 354  Transport Processes  3
CHE 360  Process Control  3
CHE 363  Separation Processes and Mass Transfer  3
CHE 372  Chemical Reactor Analysis and Design  3
CHE 473K  Process Design and Operations (independent inquiry flag)  4

Chemistry

CH 128K  Organic Chemistry Laboratory  1
CH 328M  Organic Chemistry I  3
CH 353  Physical Chemistry I (quantitative reasoning flag)  3

Mathematics

M 408C  Differential and Integral Calculus (mathematics; quantitative reasoning flag)  4
M 408D  Sequences, Series, and Multivariable Calculus  4
M 427J  Differential Equations with Linear Algebra (quantitative reasoning flag)  4
M 427L  Advanced Calculus for Applications II  4

Physics

PHY 103M  Laboratory for Physics 303K  1
PHY 103N  Laboratory for Physics 303L  1

ABET Student Outcomes:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Portable Computing Devices

Students entering chemical engineering are required to have a laptop computer at their disposal. Laptops do not need to be brought to campus on a daily basis, but individual courses may require that a laptop be brought to certain lectures, labs, and/or exams. Minimum requirements for the laptop are listed on the department's website.

Curriculum

Course requirements are divided into three categories: lower-division courses in the major, upper-division courses in the major, and other required courses. Enrollment in some upper-division Chemical Engineering courses requires completion of eight hours of lower-division Chemical Engineering coursework (Chemical Engineering 210, 317 and 319) and 11 hours of non-Chemical Engineering coursework (Chemistry 328M, 128K, 353, Physics 303L and 103N) in the major, while earning a grade of C- or better in each course. In addition, each student must complete the University's Core Curriculum. In some cases, a course required for the Bachelor of Science in Chemical Engineering may also be counted toward the core curriculum; these courses are identified below.

The chemical engineering degree program prepares students for professional practice in chemically related careers after the bachelor’s degree or an advanced degree. Chemical engineering graduates are expected to attain the following capabilities at or within a few years of graduation: apply the fundamentals of science and engineering to solve important chemical engineering problems in industry, government or academic settings; communicate effectively and demonstrate the interpersonal skills required to lead and/or participate in interdisciplinary projects; apply life-long learning to meet professional and personal goals of their chosen profession, including graduate study; articulate and practice professional, ethical, environmental and societal responsibilities, and value different global and cultural perspectives. To meet the program objective, the faculty has designed a rigorous, demanding, and state-of-the-art curriculum that integrates lectures and laboratory experience in basic science, mathematics, engineering science, engineering design, and the liberal arts.

Cockrell School of Engineering
PHY 303K | Engineering Physics I (part I science and technology; quantitative reasoning flag) | 3
PHY 303L | Engineering Physics II (part I science and technology; quantitative reasoning flag) | 3

Rhetoric and Writing

Other Required Courses

Approved technical focus area electives in engineering | 6
Approved technical focus area electives | 6
CH 128L | Organic Chemistry Laboratory | 1
CH 328N | Organic Chemistry II | 3
CH 153K | Physical Chemistry Laboratory (writing flag) | 1

Chemistry elective with a laboratory experience (not an online course) chosen from

CH 431 | Inorganic Chemistry |
CH 354 & CH 154K | Quantum Chemistry and Spectroscopy and Physical Chemistry Laboratory |
CH 354L & CH 154K | Physical Chemistry II and Physical Chemistry Laboratory |
CH 455 | Fundamentals of Analytical Chemistry |
BCH 369 & CHE 177K | Fundamentals of Biochemistry and Undergraduate Research Project |
BCH 369 & CHE 177L | Fundamentals of Biochemistry and Undergraduate Research Project |
CH 354 & CHE 177K | Quantum Chemistry and Spectroscopy and Undergraduate Research Project |
CH 354 & CHE 177L | Quantum Chemistry and Spectroscopy and Undergraduate Research Project |

Remaining Core Curriculum Courses

E 316L | British Literature | 3
or E 316M | American Literature |
or E 316N | World Literature |
or E 316P | Masterworks of Literature |
American and Texas government | 6
American history | 6
Visual and performing arts | 3
Social and behavioral sciences | 3

Honors Program

Chemical engineering students who are in the Engineering Honors Program and maintain a grade point average of at least 3.50 may take the honors research course, Chemical Engineering 679H. In this course the student performs research over two consecutive semesters under the supervision of a faculty member, makes two oral presentations, and writes a thesis. Chemical Engineering 679H may be used to fulfill either the approved area electives requirement or the approved area electives in chemical engineering requirement.

Technical Option Areas

Because of the broad training in natural sciences and engineering received by the chemical engineer, opportunities are provided for students also to develop particular talents and interests in one or two areas of emphasis. Each student must complete 12 semester hours in one of the following areas or six semester hours in each of two areas. These courses must include at least two engineering courses, of which one must be in Chemical Engineering. If two technical option areas are selected, then two courses from each technical option area should be completed. The technical area courses should be discussed with a faculty adviser during faculty advising for the next registration period. The courses listed in each area do not constitute a complete list of technical option area courses but illustrate the types of courses that are generally suitable for a given area. A list of suggested complementary biology, physics, mathematics, and chemistry electives for each of the technical option areas is available from the Chemical Engineering Undergraduate Office and published on the departmental Web page.

Students who are interested in seeking an advanced degree in chemical engineering are encouraged to discuss their plans with the graduate adviser or another faculty member. They should also inquire about undergraduate research positions in the department.

For all areas, Chemical Engineering 325L and 377K may be counted as chemical engineering electives. Chemical Engineering 377K may be counted only once toward the degree.

Area 1, Process Systems and Product Engineering

The chemical process industry is one of the most advanced in the applications of modern design and control techniques and computer technology. Competence in design, economics, fault detection, optimization, control, and simulation is essential in this industry. Chemical engineers are also frequently involved in the development of new consumer and specialty products, an assignment that requires not only technical skills but also an understanding of the principles of successful marketing and quality control. Chemical engineering courses in this technical focus area cover topics such as optimization and statistical quality control, while courses in mechanical engineering and electrical engineering deal with both theory and applications in statistics, computer control, economic analysis, and operations research.

Chemical Engineering 341, Design for Environment
Chemical Engineering 342, Chemical Engineering Economics and Business Analysis
Chemical Engineering 356, Optimization: Theory and Practice
Chemical Engineering 376K, Process Evaluation and Quality Control
Chemical Engineering 379, Topics in Chemical Engineering*
Electrical Engineering 370K, Computer Control Systems
Electrical Engineering 379K*
Architectural Engineering 323K, Project Management and Economics
Mechanical Engineering 335, Engineering Statistics
Mechanical Engineering 348F, Advanced Mechatronics II
Mechanical Engineering 353, Engineering Finance
Mechanical Engineering 366L, Operations Research Models
Marketing 320F, Foundations of Marketing
Upper-division mathematics course

*Approved topics

**Area 2, Materials Engineering**

Advances in technology and improvements in our quality of life are linked to the development, processing, and manufacture of engineering materials. Materials span the spectrum from "hard" to "soft" materials and include metals, ceramics, semiconductors, and polymers; all are prepared in carefully controlled chemical processes. These materials are used technologically in objects such as catalysts, fuel cells, microelectronic devices, membranes, solar cells, and high-performance plastics. With advancements in analytical probes and modeling, our understanding of materials has become increasingly more molecular and the traditional boundaries between disciplines have faded to the extent that this is a truly interdisciplinary area. Chemical engineers can assume a creative role in this area when provided with the appropriate fundamentals and applications background.

Chemical Engineering 322M, Molecular Thermodynamics
Chemical Engineering 323, Chemical Engineering for Micro- and Nanofabrication
Chemical Engineering 355, Introduction to Polymers
Chemical Engineering 379*
Chemistry 341, Special Topics in Laboratory Chemistry
Chemistry 354, Quantum Chemistry and Spectroscopy
Chemistry 354L, Physical Chemistry II
Chemistry 367L, Macromolecular Chemistry
Chemistry 376K, Advanced Analytical Chemistry
Electrical Engineering 339, Solid-State Electronic Devices
Mechanical Engineering 349, Corrosion Engineering
Mechanical Engineering 359, Materials Selection
Mechanical Engineering 374S, Solar Energy Systems Design
Physics 338K, Electronic Techniques
Physics 355, Modern Physics and Thermodynamics
Physics 375S, Introductory Solid-State Physics

*Approved topics

**Area 3, Environmental Engineering**

Chemical engineers are uniquely qualified to contribute to the solution of environmental problems and to design processes and products that minimize environmental hazards. From pollution prevention by process optimization, to new understanding of chemical processes that occur in the environment, to new materials for advanced catalysts and carbon-free energy sources, chemical engineers are creating the "green" technologies needed to sustain the planet.

Chemical Engineering 341, Design for Environment
Chemical Engineering 357, Technology and Its Impact on the Environment
Chemical Engineering 359, Energy Technology and Policy
Chemical Engineering 376K, Process Evaluation and Quality Control
Chemical Engineering 379*
Civil Engineering 341, Introduction to Environmental Engineering
Civil Engineering 342, Water and Wastewater Treatment Engineering
Civil Engineering 364, Design of Wastewater and Water Treatment Facilities
Civil Engineering 369L, Air Pollution Engineering
Civil Engineering 370K, Environmental Sampling and Analysis
Mechanical Engineering 374S, Solar Energy Systems Design
Mechanical Engineering 379M, Topics in Mechanical Engineering

*Approved topics

**Area 4, Biochemical, Biomolecular, and Biomedical Engineering**

**Track A: Cellular and Bioprocess Engineering**

Chemical engineers are developing innovative solutions to practical problems in biotechnology and in the biochemical, pharmaceutical, and life science industries. This track is designed to prepare students for a career or research in the areas of applied cellular engineering and bioprocess engineering in the chemicals and pharmaceutical industry. Chemical engineering and elective courses are available that cover chemical engineering principles applied to biological systems and the fundamentals of biomolecular, cellular, and metabolic processes. This track is also suitable for students interested in biofuels.

Chemical Engineering 339, Introduction to Biochemical Engineering
Chemical Engineering 339P, Introduction to Biological Physics
Chemical Engineering 379*
Biochemistry 369, Fundamentals of Biochemistry
Biochemistry 370, Physical Methods of Biochemistry
Biology 325, Genetics
Biology 326R, General Microbiology
Biology 339, Metabolism and Biochemistry of Microorganisms

*Approved topics

**Track B: Biomedical Engineering**

This track is designed to prepare students for careers in the biomedical and pharmaceutical industries that deal with medical systems or improvement of health treatment alternatives. This is also a natural track to be followed by students who plan to attend medical school. Chemical engineering courses and electives are available that cover the application of chemical engineering principles to the design of new medical and therapeutic devices, as well as to the understanding of physiological processes.

Chemical Engineering 339, Introduction to Biochemical Engineering
Chemical Engineering 339P, Introduction to Biological Physics
Chemical Engineering 339T, Cell and Tissue Engineering
Chemical Engineering 355, Introduction to Polymers
Chemical Engineering 379*
Biology 320, Cell Biology
Biology 325, Genetics
Biology 326R, General Microbiology
Biology 365S, Human Systems Physiology
Biomedical Engineering 352, Engineering Biomaterials
Biomedical Engineering 353, Transport Phenomena in Living Systems
Biomedical Engineering 365R, Quantitative Engineering Physiology I
Biochemistry 369, Fundamentals of Biochemistry
Electrical Engineering 374K, Biomedical Electronic Instrument Design
Mechanical Engineering 354, Introduction to Biomechanical Engineering

*Approved topics

**Area 5, Energy Technologies**

The need for energy sustainability and new energy technologies provides some of the most significant scientific and engineering challenges that face society. Chemical engineers are uniquely qualified to address these issues and contribute new solutions to the problem. Technologies include solar energy utilization in the form of photovoltaics, biofuels and solar fuels; new and more efficient ways to extract fossil fuels from existing reservoirs; alternative power sources like wind, geothermal, and nuclear. Policy is also an important and active area that involves chemical engineers. Chemical engineering and other elective courses are available that teach fundamentals of energy technology and policy.
American and Texas government 3 Approved technical area course 3
Chemical Engineering 323, Chemical Engineering for Micro- and Nanofabrication
Chemical Engineering 339, Introduction to Biochemical Engineering
Chemical Engineering 341, Design for Environment
Chemical Engineering 355, Introduction to Polymers
Chemical Engineering 357, Technology and Its Impact on the Environment
Chemical Engineering 359, Energy Technology and Policy
Chemical Engineering 379*
Civil Engineering 341, Introduction to Environmental Engineering
Electrical Engineering 339, Solid-State Electronic Devices
Mechanical Engineering 374S, Solar Energy Systems Design
Mechanical Engineering 379M, Topics in Mechanical Engineering
PGE 305, Petroleum and Geosystems Engineering 430, Drilling and Well Completions

*Approved topics

Area 6, Engineering Economics and Business Leadership

Chemical engineers who understand the economic and policy issues faced by modern chemical and materials companies are needed to solve the challenges of modern industry. Globalization, sustainability, safety and modern labor practices, intellectual property protection, and the process of innovation are all issues facing modern industry. This focus area is designed to prepare students for business leadership in a technical arena.

Chemical Engineering 342, Chemical Engineering Economics and Business Analysis
Chemical Engineering 356, Optimization: Theory and Practice
Chemical Engineering 379, Topics in Chemical Engineering*
Architectural Engineering 323K, Project Management and Economics
Economics 304K, Introduction to Microeconomics
Economics 304L, Introduction to Macroeconomics
Economics 328, Industrial Organization
Economics 339K, International Trade and Investment
Economics 351K, Current Issues in Business Economics
International Business 378, International Business Operations
Mechanical Engineering 353, Engineering Finance
Mechanical Engineering 366L, Operations Research Models
Marketing 320F, Foundations of Marketing
Marketing 460, Information and Analysis
Science, Technology, and Society 332, The Nanotechnology and Science Revolution

*Approved topics

Suggested Arrangement of Courses

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>First Term</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CH 302</td>
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<td>CH 204</td>
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<tr>
<td>CHE 102(^1)</td>
<td></td>
<td>M 408D</td>
<td>4</td>
</tr>
<tr>
<td>CHE 210</td>
<td></td>
<td>2 PHY 303K</td>
<td>3</td>
</tr>
<tr>
<td>M 408C</td>
<td></td>
<td>4 PHY 103M</td>
<td>1</td>
</tr>
<tr>
<td>RHE 306</td>
<td></td>
<td>UGS 302 or 303</td>
<td>1</td>
</tr>
<tr>
<td>Social and behavioral sciences</td>
<td>3</td>
<td></td>
<td>3</td>
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<tr>
<td></td>
<td>9</td>
<td></td>
<td></td>
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<tr>
<td>Second Year</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>First Term</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CH 128K</td>
<td>1</td>
<td>CH 128L</td>
<td>1</td>
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<tr>
<td>CH 328M</td>
<td>3</td>
<td>CH 328N</td>
<td>3</td>
</tr>
<tr>
<td>CHE 317</td>
<td>3</td>
<td>CH 353</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>First Term</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CH 153K</td>
<td>1</td>
<td>CHE 253M</td>
<td>2</td>
</tr>
<tr>
<td>CHE 322</td>
<td></td>
<td>3 CHE 363</td>
<td>3</td>
</tr>
<tr>
<td>CHE 333T</td>
<td></td>
<td>3 CHE 348</td>
<td>3</td>
</tr>
<tr>
<td>CHE 253K</td>
<td></td>
<td>2 CHE 338</td>
<td>3</td>
</tr>
<tr>
<td>CHE 354</td>
<td>3</td>
<td>American history</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry elective</td>
<td>4</td>
<td>Visual and performing arts</td>
<td>3</td>
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<td></td>
<td>16</td>
<td></td>
<td>17</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>CHE 350</td>
<td>3</td>
<td>CHE 360</td>
<td>3</td>
</tr>
<tr>
<td>CHE 264</td>
<td></td>
<td>2 CHE 473K</td>
<td>4</td>
</tr>
<tr>
<td>CHE 372</td>
<td></td>
<td>American history</td>
<td>3</td>
</tr>
<tr>
<td>Approved engineering area course</td>
<td>3</td>
<td>Approved engineering area course</td>
<td>3</td>
</tr>
<tr>
<td>American and Texas government</td>
<td>3</td>
<td>Approved technical area course</td>
<td>3</td>
</tr>
<tr>
<td>Approved technical area course</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td>17</td>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

Total credit hours: 118

1 Optional; students who do not take this course will take 15 hours of coursework in the fall semester of the first year. Actual credit hours for the degree is 129.

Bachelor of Science in Civil Engineering

Civil engineers design, construct, operate and maintain the physical fabric of society. In doing so, civil engineers work toward continuous improvement of the human condition and natural environment, tackling many of the grand challenges that face humankind today. Much of the work of civil engineers is highly visible, such as roadways, bridges, airports, levees, buildings, bike paths, and city parks, while other parts are rarely seen but equally vital to the health of communities, such as the water and wastewater treatment, distribution, and collection systems or the energy infrastructure. Civil engineers keep human beings safe by designing resilient infrastructure that does not fail in extraordinary events, but that is also socially, economically, and environmentally sustainable.

The civil engineering student has the opportunity to obtain a broad background in mathematics and the physical sciences and their applications to all areas of civil engineering. This flexible curriculum allows the student to elect 18 semester hours of approved technical coursework to emphasize the areas of civil engineering of most interest to the student. In addition, courses in the humanities and social sciences are included.

To excel as a civil engineer, a student should have an aptitude for mathematics and science, an interest in the practical application of technical knowledge to societal problems, the motivation to study and prepare for engineering practice, the desire to be a professional, and a desire to work with others to better the lives of humankind. Civil engineering graduates of the University may seek a wide variety of positions in planning, design, and construction with government agencies, industry, and private consulting firms. Those who plan to pursue graduate work in engineering, or in other professions such as business, medicine, law, or journalism, have an excellent base on which to build.
Student Outcomes

Graduates of the civil engineering program should attain the following outcomes:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Program Educational Objectives

Graduates of the civil engineering program should solve civil engineering problems within a greater societal context. They should:

- Exhibit character and decision-making skills embodying professionalism and ethical behavior
- Apply knowledge, strong reasoning, and quantitative skills to design and implement creative and sustainable solutions
- Engage in lifelong learning to meet evolving engineering challenges facing society
- Exhibit strong communication, critical thinking, interpersonal, and management skills as leaders and contributors in the civil engineering profession

Portable Computing Devices

Students entering Civil Engineering are required to have a laptop at their disposal. Laptops do not need to be brought to campus on a daily basis, but individual courses may require that a laptop be brought to class or lab sessions. For a list of minimum system requirements see: www.caee.utexas.edu/students/its.

Curriculum

Course requirements include courses within the Cockrell School of Engineering and other required courses. In addition, each student must complete the University’s Core Curriculum (p. 23). In some cases, a course required for the Bachelor of Science in Civil Engineering may also be counted toward the core curriculum; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the US flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag and one writing flag are carried by courses specifically required for the degree; these courses are identified below. Students are advised to fulfill the second writing flag requirement with a course that meets another requirement of the core curriculum. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civil Engineering Courses</strong></td>
<td></td>
</tr>
<tr>
<td>C E 311K</td>
<td>Introduction to Computer Methods</td>
</tr>
<tr>
<td>C E 311S</td>
<td>Probability and Statistics for Civil Engineers</td>
</tr>
<tr>
<td>C E 319F</td>
<td>Elementary Mechanics of Fluids</td>
</tr>
<tr>
<td>C E 321</td>
<td>Transportation Systems 1</td>
</tr>
<tr>
<td>C E 324P</td>
<td>Properties and Behavior of Engineering Materials 1</td>
</tr>
<tr>
<td>C E 329</td>
<td>Structural Analysis 1</td>
</tr>
<tr>
<td>C E 333T</td>
<td>Engineering Communication (writing flag; ethics flag)</td>
</tr>
<tr>
<td>C E 341</td>
<td>Introduction to Environmental Engineering 1</td>
</tr>
<tr>
<td>C E 356</td>
<td>Elements of Hydraulic Engineering 1</td>
</tr>
<tr>
<td>C E 357</td>
<td>Geotechnical Engineering 1</td>
</tr>
<tr>
<td>C E 370P</td>
<td>Engineering Professionalism</td>
</tr>
<tr>
<td><strong>Architectural Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>ARE 323K</td>
<td>Project Management and Economics 1</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td></td>
</tr>
<tr>
<td>E M 319</td>
<td>Mechanics of Solids</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus (mathematics; quantitative reasoning flag)</td>
</tr>
<tr>
<td>M 408D</td>
<td>Sequences, Series, and Multivariable Calculus</td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear Algebra (quantitative reasoning flag)</td>
</tr>
<tr>
<td><strong>Mechanical Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>M E 210</td>
<td>Engineering Design Graphics</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td></td>
</tr>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>Laboratory for Physics 303L</td>
</tr>
<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (part II science and technology)</td>
</tr>
<tr>
<td>PHY 303L</td>
<td>Engineering Physics II</td>
</tr>
<tr>
<td><strong>Other Required Courses</strong></td>
<td></td>
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<tr>
<td>E M 311M or M E 310T</td>
<td>Dynamics</td>
</tr>
<tr>
<td>or Applied Thermodynamics</td>
<td></td>
</tr>
<tr>
<td>Approved science elective</td>
<td>3</td>
</tr>
<tr>
<td>Technical Electives (some courses carry an independent inquiry flag)</td>
<td>18</td>
</tr>
<tr>
<td><strong>Remaining Core Curriculum Courses</strong></td>
<td></td>
</tr>
<tr>
<td>E 316L</td>
<td>British Literature 2</td>
</tr>
<tr>
<td>or E 316M</td>
<td>American Literature</td>
</tr>
<tr>
<td>or E 316N</td>
<td>World Literature</td>
</tr>
<tr>
<td>or E 316P</td>
<td>Masterworks of Literature</td>
</tr>
<tr>
<td>American and Texas government 3</td>
<td>6</td>
</tr>
<tr>
<td>American history 3</td>
<td>6</td>
</tr>
<tr>
<td>Social and behavioral science 4</td>
<td>3</td>
</tr>
</tbody>
</table>
Visual and performing arts 4 3

1. Base Level course
2. Some sections of the English humanities courses (E 316L, 316M, 316N, 316P) carry a global cultures or cultural diversity flag.
3. Some sections carry a cultural diversity flag.
4. Some sections carry a global cultures and/or cultural diversity flag.
5. In UGS 302, all sections carry a writing flag. In UGS 303, some sections carry a writing flag.

Total Hours 106

Technical Electives

The civil engineering curriculum does not require the student to declare a specific technical area option. However, for the guidance of students with particular interests, technical electives in civil engineering are listed in areas of specialization. The 18 semester hours of technical electives must be chosen from the following civil engineering and architectural engineering courses; in special cases, with the written permission of the department chair, this requirement may be relaxed, provided the student demonstrates in advance that the courses to be substituted for civil engineering or architectural engineering courses are part of a consistent educational plan. To provide a broad general background, at least one technical elective from each of three different areas of specialization must be included in each student’s program.

One, three hour course, from the approved list of math/science/engineering electives may be substituted for a technical elective. This course does not count towards the three different area breadth requirements. The current approved list is available in the departmental undergraduate office.

The following lists reflect current course offerings and are subject to change by the faculty. Current lists are available in the departmental undergraduate office.

Technical Elective

Construction Engineering and Project Management
Architectural Engineering 335, Materials and Methods of Building Construction
Architectural Engineering 358, Cost Estimating in Building Construction
Architectural Engineering 366, Contracts, Liability, and Ethics (carries an ethics flag)
Architectural Engineering 376, Building Information Modeling for Capital Projects

Infrastructure Materials Engineering
Civil Engineering 351, Concrete Materials
Civil Engineering 366K, Design of Bituminous Mixtures

Environmental Engineering
Civil Engineering 342, Water and Wastewater Treatment Engineering
Civil Engineering 346, Solid Waste Engineering and Management
Civil Engineering 364, Design of Wastewater and Water Treatment Facilities (carries an independent inquiry flag)
Civil Engineering 369L, Air Pollution Engineering
Civil Engineering 369R, Indoor Air Quality
Civil Engineering 370K, Environmental Sampling and Analysis

Geotechnical Engineering
Civil Engineering 360K, Foundation Engineering (carries an independent inquiry flag)

Civil Engineering 375, Earth Slopes and Retaining Structures

Structural Engineering
Architectural Engineering 345K, Masonry Engineering
Architectural Engineering 362L, Structural Design in Wood
Civil Engineering 331, Reinforced Concrete Design
Civil Engineering 335, Elements of Steel Design
Civil Engineering 362M, Advanced Reinforced Concrete Design (carries an independent inquiry flag)
Civil Engineering 362N, Advanced Steel Design (carries an independent inquiry flag)
Civil Engineering 363, Advanced Structural Analysis

Transportation Engineering
Civil Engineering 367G, Design and Evaluation of Ground-Based Transportation Systems (carries an independent inquiry flag)
Civil Engineering 367P, Pavement Design and Performance
Civil Engineering 367T, Traffic Engineering
Civil Engineering 367R, Optimization Techniques for Transportation Engineers
Civil Engineering 358, Introductory Ocean Engineering
Civil Engineering 365K, Hydraulic Engineering Design (carries an independent inquiry flag)
Civil Engineering 374K, Hydrology
Civil Engineering 374L, Groundwater Hydraulics

Suggested Arrangement of Courses

First Term Hours Second Term Hours

First Year

C E 301 3 CH 302
CH 301 3 M E 210
M 408C 4 M 408D 4
RHE 306 3 PHY 303K 3
UGS 302 or 303 1 PHY 103M 1

Second Year

American history (may be taken in any semester)

Third Year

American history (may be taken in any semester)

Fourth Year

Technical Elective 3 C E 370P 3
Technical Elective 3 Technical Elective 3
Technical Elective 3 Technical Elective 3

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American government (may be taken in any semester)  3   Technical Elective  3
American and Texas government (may be taken in any semester)  3   American government (may be taken in any semester)  3

Total credit hours: 106

Bachelor of Science in Computational Engineering

Computational engineering is a relatively new field in engineering that recognizes the increasing demand for advanced computational methods in engineering practice. Computational engineering in this context refers to the study and development of computer algorithms that translate mathematical and physical descriptions of engineering problems into languages and software that computers can process. This emphasis distinguishes computational engineering from computer science and computer engineering. Computational engineers must have basic knowledge of fundamental engineering and science, with more advanced knowledge of mathematics, algorithms and software engineering and design. Because of their extensive education in these disciplines, computational engineers can work in a variety of areas.

The objectives of the computational engineering degree program are to prepare students for professional practice in engineering; to prepare students for such post-baccalaureate study as their aptitudes and professional goals may dictate; to instill in students a commitment to acquire and apply new knowledge and to ethical behavior throughout their professional careers; and to make students aware of the global and societal effects of technology. To meet these objectives, the faculty has designed a rigorous curriculum that emphasizes fundamentals in the basic sciences and the humanities, integrates classroom and laboratory experiences in engineering, with advanced instruction in mathematics, statistics and computational science. The curriculum requires students to use modern engineering tools and computer technology, to work individually, and to practice teamwork.

The initial coursework in the computational engineering curriculum emphasize fundamental material along with engineering sciences, while the later coursework goes into further depth in mathematics, algorithms, computer languages, software engineering and design, and experimentation. The major offers technical electives in the third and fourth years where students may choose from a variety of courses that orient them towards different engineering applications and better prepare those students who may choose to pursue a graduate degree.

Student Outcomes

Attainment of these outcomes prepares graduates to enter the professional practice of engineering. Computational engineering graduates should demonstrate:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Program Educational Objectives

Within a few years of graduation, computational engineering graduates should:

- Contribute to the economic development of Texas and the nation through the ethical practice of computational engineering in industry and public service
- Exhibit leadership in technical or business activity through engineering ability, communication skills, and knowledge of contemporary and global issues
- Continue to educate themselves through professional study and personal research
- Be prepared for admission to, and to excel in, the best graduate programs in the world
- Use their engineering ability and creative potential to create technology that will improve the quality of life in society

Portable Computing Devices

Students entering computational engineering are required to have access to a portable computing device capable of running the software tools required for undergraduate engineering analyses (MATLAB, SOLIDWORKS, Word, Excel, etc.) and accessing to the remote server for the department. This device does not need to be brought to campus on a daily basis, but individual courses may require that the device be brought to certain lectures, labs, and/or exams. Minimum and recommended specifications may be found on the department website.

Curriculum

Course requirements include courses within the Cockrell School of Engineering and other required courses. In addition, each student must complete the University's Core Curriculum. In some cases, a course that fulfills one of the following requirements may also be counted toward core curriculum or flag requirements; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the United States flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and both writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements are identified in the Course Schedule.

Courses used to fulfill technical elective requirements must be approved by the computational engineering faculty before the student enrolls in them.

The student must take all courses required for the degree on the letter-grade basis and must earn a grade of at least C- in each course, except for those listed as Remaining Core Curriculum Courses. He or she must also maintain grade point averages of at least 2.00 in the major area of study and in required technical courses as described in Academic.
Standards, and a cumulative University grade point average of at least 2.00 as described in General Information.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computational Engineering Courses</strong></td>
<td></td>
</tr>
<tr>
<td>COE 311K Engineering Computation</td>
<td>3</td>
</tr>
<tr>
<td>COE 321K Computational Methods for Structural Analysis</td>
<td>3</td>
</tr>
<tr>
<td>COE 322 Scientific Computation</td>
<td>3</td>
</tr>
<tr>
<td>COE 332 Software Engineering and Design</td>
<td>3</td>
</tr>
<tr>
<td>COE 347 Introduction to Computational Fluid Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>COE 352 Advanced Scientific Computation</td>
<td>3</td>
</tr>
<tr>
<td>COE 374 Senior Design Project (writing flag and independent inquiry flag)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Aerospace Engineering</strong></td>
<td></td>
</tr>
<tr>
<td>ASE 320 Low-Speed Aerodynamics</td>
<td>3</td>
</tr>
<tr>
<td>ASE 330M Linear System Analysis</td>
<td>3</td>
</tr>
<tr>
<td>ASE 333T Engineering Communication (writing flag and ethics flag)</td>
<td>3</td>
</tr>
<tr>
<td>ASE 375 Electromechanical Systems</td>
<td>3</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td></td>
</tr>
<tr>
<td>E M 311M Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>E M 319 Mechanics of Solids</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
</tr>
<tr>
<td>M 408C Differential and Integral Calculus (mathematics; quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>M 408D Sequences, Series, and Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 427J Differential Equations with Linear Algebra (quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>M 427L Advanced Calculus for Applications II</td>
<td>4</td>
</tr>
<tr>
<td>M 362K Probability I</td>
<td>3</td>
</tr>
<tr>
<td><strong>Mechanical Engineering Courses</strong></td>
<td></td>
</tr>
<tr>
<td>M E 210 Engineering Design Graphics</td>
<td>2</td>
</tr>
<tr>
<td>M E 310T Applied Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td><strong>Physics</strong></td>
<td></td>
</tr>
<tr>
<td>PHY 103M Laboratory for Physics 303K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103N Laboratory for Physics 303L</td>
<td>1</td>
</tr>
<tr>
<td>PHY 303K Engineering Physics I (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303L Engineering Physics II (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
<tr>
<td><strong>Other required courses</strong></td>
<td></td>
</tr>
<tr>
<td>Approved technical electives</td>
<td>15</td>
</tr>
<tr>
<td><strong>Rhetoric and Writing</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Remaining Core Curriculum Courses</strong></td>
<td></td>
</tr>
<tr>
<td>E 316L British Literature</td>
<td>3</td>
</tr>
<tr>
<td>or E 316M American Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316N World Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316P Masterworks of Literature</td>
<td></td>
</tr>
<tr>
<td>American and Texas government</td>
<td>6</td>
</tr>
</tbody>
</table>

American history 2 Social and behavioral sciences 3 Visual and performing arts 3

1. Some sections of the English humanities courses (E 316L, 316M, 316N, 316P) carry a global cultures or cultural diversity flag.
2. Some sections carry a cultural diversity flag.
3. Some sections carry a global cultures and/or cultural diversity flag.
4. In UGS 302, all sections carry a writing flag; in UGS 303, some sections carry a writing flag.

<table>
<thead>
<tr>
<th>Technical Electives</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Hours</strong></td>
<td>107</td>
</tr>
</tbody>
</table>

The technical electives allow students to focus in a specific area. Of the 15 hours in the degree plan, the following distribution is required. The list of approved electives may be found on the department website.

- Advanced Elective: At least six hours must be chosen from the approved list of advanced electives.
- Math/Computational Elective: Up to six hours may be chosen from the approved list of math/computational electives or six more hours of advanced electives.
- Foundational Elective: Up to three hours may be chosen from the approved list of foundational electives or three more hours of advanced or math/computational electives.

**Suggested Arrangement of Courses**

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Term</td>
<td></td>
<td>Second Term</td>
<td></td>
</tr>
<tr>
<td>UGS 302 or 303</td>
<td></td>
<td>COE 301</td>
<td></td>
</tr>
<tr>
<td>CH 301</td>
<td></td>
<td>M 408D</td>
<td>4</td>
</tr>
<tr>
<td>M 408C</td>
<td></td>
<td>4 PHY 303K</td>
<td>3</td>
</tr>
<tr>
<td>RHE 306</td>
<td></td>
<td>PHY 103M</td>
<td>1</td>
</tr>
<tr>
<td>Social and behavioral sciences</td>
<td></td>
<td>3 M E 210</td>
<td>2</td>
</tr>
<tr>
<td>American history</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>7 13</td>
</tr>
<tr>
<td>Second Year</td>
<td>Hours</td>
<td>Second Term</td>
<td>Hours</td>
</tr>
<tr>
<td>First Term</td>
<td></td>
<td>Second Term</td>
<td></td>
</tr>
<tr>
<td>E M 306</td>
<td></td>
<td>COE 311K</td>
<td>3</td>
</tr>
<tr>
<td>COE 322</td>
<td></td>
<td>3 COE 332</td>
<td>3</td>
</tr>
<tr>
<td>M 427J</td>
<td></td>
<td>4 E M 311M</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303L</td>
<td></td>
<td>3 M 427L</td>
<td>4</td>
</tr>
<tr>
<td>PHY 103N</td>
<td></td>
<td>1 American and Texas government</td>
<td>3</td>
</tr>
<tr>
<td>M E 310T</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>14 16</td>
</tr>
<tr>
<td>Third Year</td>
<td>Hours</td>
<td>Second Term</td>
<td>Hours</td>
</tr>
<tr>
<td>First Term</td>
<td></td>
<td>Second Term</td>
<td></td>
</tr>
<tr>
<td>ASE 320</td>
<td></td>
<td>3 ASE 330M</td>
<td>3</td>
</tr>
<tr>
<td>ASE 333T</td>
<td></td>
<td>3 COE 321K</td>
<td>3</td>
</tr>
<tr>
<td>COE 352</td>
<td></td>
<td>3 COE 347</td>
<td>3</td>
</tr>
<tr>
<td>E M 319</td>
<td></td>
<td>3 Technical elective</td>
<td>3</td>
</tr>
<tr>
<td>M 362K</td>
<td></td>
<td>3 E 316L, 316M, 316N, or 316P</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>15 15</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>Hours</td>
<td>Second Term</td>
<td>Hours</td>
</tr>
<tr>
<td>First Term</td>
<td></td>
<td>Second Term</td>
<td></td>
</tr>
<tr>
<td>ASE 375</td>
<td></td>
<td>3 COE 374</td>
<td>3</td>
</tr>
<tr>
<td>Technical electives</td>
<td></td>
<td>6 Technical electives</td>
<td>6</td>
</tr>
<tr>
<td>American and Texas government</td>
<td></td>
<td>3 American history</td>
<td>3</td>
</tr>
</tbody>
</table>

128 Cockrell School of Engineering 09/23/20
Bachelor of Science in Electrical Engineering

Students seeking the Bachelor of Science in Electrical Engineering pursue one of two curricula—electrical engineering or computer engineering. Both curricula contain the fundamentals of electrical engineering and computer engineering; they differ in technical core requirements in order to suit different career objectives.

The curricula in electrical engineering and computer engineering are designed to educate students in the fundamentals of engineering, which are built upon a foundation of mathematics, science, communication, and the liberal arts. Students should be equipped to advance their knowledge while contributing professionally to a rapidly changing technology. Areas in which electrical and computer engineers contribute significantly are: communications, signal processing, networks and systems, electronics and integrated circuits, energy systems and renewable energy, fields, waves and electromagnetic systems, nanoelectronics and nanotechnology, computer architecture and embedded systems, and software engineering and design. Typical career paths of graduates include design, development, management, consulting, teaching, and research. Many graduates seek further education in law, medicine, business, or engineering.

The core requirements of the Bachelor of Science in Electrical Engineering provide a foundation of engineering fundamentals. Students then build on these core requirements by choosing an advanced technical component and a set of free electives from within or outside of the department. Once the technical core area is chosen, the student is assigned a faculty advisor with expertise in that area to help the student select technical core courses that are appropriate to his or her career and educational goals. The curriculum thus ensures breadth through the core courses and the choice of a technical elective; technical core area coursework provides additional depth.

Student Outcomes

Electrical and computer engineering graduates should demonstrate:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Program Educational Objectives

Electrical and computer engineering graduates should:

- Contribute to the economic development of Texas and beyond through the ethical practice of electrical and computer engineering in industry and public service
- Exhibit leadership in technical or business activity through engineering ability, communication skills, and knowledge of contemporary and global issues
- Continue to educate themselves through professional study and personal research
- Be prepared for admission to, and to excel in, the best graduate programs in the world
- Design systems to collect, encode, store, transmit, and process energy and information, and to evaluate system performance, either individually or in teams
- Use their engineering ability and creative potential to create technology that will improve the quality of life in society

Portable Computing Devices

Students enrolled in a degree program in electrical and computer engineering will be expected to own a portable computing device capable of compiling and running a program suitable for use in the classroom and on the University wireless network. Use of these devices in the classroom and as a general part of the learning experience within our programs is at the discretion of faculty and not all classes or courses of instruction will require the use of these devices. Once admitted, students will be informed by the Electrical and Computer Engineering Department (ECE) office about specific device requirements.

Curriculum

Course requirements include courses within the Cockrell School of Engineering and other required courses. In addition, each student must complete the University's core curriculum. In some cases, a course that fulfills one of the following requirements may also be counted toward the core curriculum; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one course with a quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the US flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and two writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule. More information about flags is given in Skills and Experiences Flags (p. 23).

Enrollment in Electrical Engineering 333T, 160, 260, 360, 460, and 379K requires completion of Electrical Engineering 312 or 313 with a grade of at least C.

Pre-approved courses are used to fulfill technical core, advanced math and/or science and core technical electives; other elective courses must be approved by the electrical and computer engineering faculty before the student enrolls in them.

Transfer Coursework: No more than 25 semester credit hours of transfer electrical engineering coursework may be counted for credit toward the electrical engineering degree.
### Electrical Engineering Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E E 411</td>
<td>Circuit Theory</td>
<td>4</td>
</tr>
<tr>
<td>E E 312</td>
<td>Software Design and Implementation I</td>
<td>3</td>
</tr>
<tr>
<td>or E E 312H</td>
<td>Software Design and Implementation I</td>
<td></td>
</tr>
<tr>
<td>E E 313</td>
<td>Linear Systems and Signals</td>
<td>3</td>
</tr>
<tr>
<td>E E 319K</td>
<td>Introduction to Embedded Systems</td>
<td>3</td>
</tr>
<tr>
<td>E E 333T</td>
<td>Engineering Communication (writing flag)</td>
<td>3</td>
</tr>
<tr>
<td>E E 351K</td>
<td>Probability and Random Processes</td>
<td>3</td>
</tr>
<tr>
<td>E E 364D</td>
<td>Introduction to Engineering Design (writing flag)</td>
<td>3</td>
</tr>
<tr>
<td>or E E 364E</td>
<td>Interdisciplinary Entrepreneurship</td>
<td></td>
</tr>
</tbody>
</table>

One of the following senior design project courses: 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E E 464G</td>
<td>Multidisciplinary Senior Design Project</td>
<td></td>
</tr>
<tr>
<td>E E 464H</td>
<td>Honors Senior Design Project</td>
<td></td>
</tr>
<tr>
<td>E E 464K</td>
<td>Senior Design Project</td>
<td></td>
</tr>
<tr>
<td>E E 464R</td>
<td>Research Senior Design Project</td>
<td></td>
</tr>
<tr>
<td>E E 464S</td>
<td>Start-Up Senior Design Project</td>
<td></td>
</tr>
</tbody>
</table>

**Advance technical component:** Within an identified 'core': two core courses (six-seven hours), one core laboratory course (four hours), one advanced mathematics course (three-four hours) 14

**Advanced technical component electives:** Within the same identified "core": four courses (minimum 12 hours) 12

**Advanced technical elective:** Within any core of Electrical Engineering: one upper-division electrical engineering course (or E E 316) (three-four hours) 3

**Set of free electives:** at least 14 hours of additional coursework taken for a letter grade. 2 14

### Other Technical Courses

#### Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus</td>
<td>8</td>
</tr>
<tr>
<td>M 408D</td>
<td>and Sequences, Series, and Multivariable</td>
<td></td>
</tr>
<tr>
<td>M 408K</td>
<td>and Integral Calculus</td>
<td></td>
</tr>
<tr>
<td>M 408L</td>
<td>and Multivariable Calculus</td>
<td></td>
</tr>
<tr>
<td>M 408M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear</td>
<td>4</td>
</tr>
<tr>
<td>M 340L</td>
<td>Algebra (quantitative reasoning flag)</td>
<td></td>
</tr>
</tbody>
</table>

#### Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>Laboratory for Physics 303L</td>
<td>1</td>
</tr>
<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (part I science and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>technology; quantitative reasoning flag)</td>
<td></td>
</tr>
<tr>
<td>PHY 303L</td>
<td>Engineering Physics II (part I science and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>technology; quantitative reasoning flag)</td>
<td></td>
</tr>
</tbody>
</table>

### Rhetoric and Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316L</td>
<td>British Literature</td>
<td>3</td>
</tr>
<tr>
<td>or E 316M</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316N</td>
<td>World Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316P</td>
<td>Masterworks of Literature</td>
<td></td>
</tr>
</tbody>
</table>

**American and Texas government** 4 6

**American history** 4 6

**Visual and performing arts** 5 3

**Social and behavioral science** 5 3

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1. E E Option: Advanced Technical Component (mathematics) is four hours and one Advanced Technical Component Requirement is three hours. C E Option: Advanced Technical Component (mathematics) is three hours and one Advanced Technical Component Elective is four hours.

2. Must include at least one advanced mathematics or basic science course (three hours); no more than three hours of lower-division coursework; all coursework must count for a major in the offering department; all coursework must be taken in residence, except that up to three credit hours can be transferred with approval; no course can duplicate a course the student has taken or is required to take as part of the other Electrical Engineering coursework requirements.

3. Some sections of the English humanities courses (E 316L, 316M, 316N, 316P) carry a global cultures or cultural diversity flag.

4. Some sections carry a cultural diversity flag.

5. Some sections carry a global cultures and/or cultural diversity flag.

6. In UGS 302, all sections carry a writing flag; in UGS 303, some sections carry a writing flag.

### Integrated BSEE/MSE program

The integrated degree program results in simultaneously awarding a Bachelor of Science in Electrical Engineering: Integrated Option (BSEE) degree, and a Master’s of Science in Engineering (MSE) degree in any one of the ten graduate tracks offered by the graduate program in electrical and computer engineering (ECE).

There are two stages to admission, an informal non-binding department based stage and a second stage in which the student formally applies to the Graduate School within the integrated BSEE/MSE program and within one of the available ECE graduate tracks. At stage one, undergraduate students in the ECE department may apply to the integrated degree program after qualifying for admission to major sequence. The purpose of stage one is primarily to provide appropriate advising to students interested in and appropriate for the integrated program. Admission to the integrated program at stage one is based on the applicant’s grade point average, letters of recommendation, a statement of purpose, and other relevant examples of academic ability and leadership. Students will be advised by the integrated program advisor about the appropriate courses to take and reserve for graduate credit in their senior year in order to complete the integrated program as efficiently as possible. As for admission to the regular standalone MSE program, all admissions decisions at stage two are made by the admissions committee in the respective graduate track, with admission requirements set by the graduate track, with the exception that Graduate Record Exam (GRE) test scores are not required of integrated program participants. While
optimal, application and admission at stage one are not required for application and admission to the integrated program at stage two.

The integrated program requires 120 semester credit hours (SCH) for the BSEE portion of the integrated program, as opposed to the 125 SCH minimum required for the BSEE degree alone. Students in the integrated program begin taking graduate courses as seniors. Students admitted to the integrated program will normally take and reserve for graduate credit two graduate courses in place of approved electives from the advanced technical coursework that would otherwise be required in the regular/standalone BSEE program. However, precisely which BSEE electives are to be replaced by the graduate courses can be adjusted as approved by technical core faculty advisors.

Students in this program will receive the BSEE and MSE degrees simultaneously after successfully completing a minimum total of 150 semester credit hours, 30 of which must qualify for the MSE program of work in electrical and computer engineering. Students unable to successfully complete the integrated program may obtain a BSEE degree by satisfying all of the requirements for the standalone BSEE degree. Since the regular BSEE degree requirements are a subset of the Integrated BSEE/MSE Program degree requirements, an undergraduate student should still be on a trajectory to graduate with the regular BSEE degree in the same timeframe that the student was on when applying to the Integrated BSEE/MSE Program. A student dismissed from the integrated program while a graduate student should already meet the degree requirements for the regular BSEE degree.

Information regarding the integrated program requirements and policies may be obtained from the ECE advising offices.

**Upper-Division Technical Component Areas**

Both electrical engineering and computer engineering students must choose an advanced technical component area. Electrical engineering students must choose their advanced technical component area from the electrical engineering technical areas listed below; computer engineering students must choose their technical component area from the computer engineering technical areas.

For all technical component areas, the student must complete all courses in the area on the letter-grade basis.

**Electrical Engineering Advanced Technical Component Areas**

**Communications, Signal Processing, Networks, and Systems**

Communications, signal processing, networks, and systems broadly encompasses the principles underlying the design and implementation of systems for information transmission. The field considers how information is represented, compressed, and transmitted on wired and wireless links and how communication networks can be, created, designed, and operated. A student who chooses this technical component area should recognize that communications and networking is a broad application domain where many engineering tools come into play: from circuit design for wireless phones to embedded network processors to system and application software for networked systems.

Students complete the following:

4. Core mathematics course: Mathematics 427L, *Advanced Calculus for Applications II*
5. Four courses from the following list:
   - Electrical Engineering 325, *Electromagnetic Engineering*
   - Electrical Engineering 325K, *Antennas and Wireless Propagation*
   - Electrical Engineering 445S, *Real-Time Digital Signal Processing Laboratory*
   - Electrical Engineering 351M, *Digital Signal Processing*
   - Electrical Engineering 360C, *Algorithms*
   - Electrical Engineering 460J, *Data Science Laboratory*
   - Electrical Engineering 360K, *Introduction to Digital Communications*
   - Electrical Engineering 461P, *Data Science Principles*
   - Electrical Engineering 362K, *Introduction to Automatic Control*
   - Electrical Engineering 363M, *Microwave and Radio Frequency Engineering*
   - Electrical Engineering 471C, *Wireless Communications Laboratory*
   - Electrical Engineering 371Q, *Digital Image Processing*
   - Mathematics 325K, *Discrete Mathematics*
   - Mathematics 362M, *Introduction to Stochastic Processes* (carries a quantitative reasoning flag)
   - Mathematics 365C, *Real Analysis I*

**Electronics and Integrated Circuits**

The electronics and integrated circuits technical component area involves the design and analysis of the circuits that provide the functionality of a system. The types of circuits that students encounter include analog and digital integrated circuits, radio frequency circuits, mixed signal (combination of analog and digital) circuits, power electronics, and biomedical electronics. The design and implementation of integrated circuits and systems using analog and digital building blocks are included in this core area. A student should choose this technical component area if he or she is interested in designing chips for applications, such as computing, telecommunications, and signal processing.

Students complete the following:

1. Electrical Engineering 325, *Electromagnetic Engineering*
2. Electrical Engineering 339, *Solid-State Electronic Devices*
3. Core laboratory course: Electrical Engineering 438, *Fundamentals of Electronic Circuits I Laboratory*
4. Core mathematics course: Mathematics 427L, *Advanced Calculus for Applications II*
5. Electrical Engineering 316, *Digital Logic Design*
6. Three courses from the following list:
   - Electrical Engineering 321K, *Mixed Signal and Circuits Laboratory*
   - Electrical Engineering 438K, *Analog Electronics*
   - Electrical Engineering 338L, *Analog Integrated Circuit Design*
   - Electrical Engineering 440, *Integrated Circuit Nanomanufacturing Techniques*
   - Electrical Engineering 445L, *Embedded Systems Design Laboratory*
   - Electrical Engineering 445S, *Real-Time Digital Signal Processing Laboratory*
   - Electrical Engineering 460M, *Digital Systems Design Using HDL*
   - Electrical Engineering 460N, *Computer Architecture*
   - Electrical Engineering 460R, *Introduction to VLSI Design*
   - Electrical Engineering 360S, *Digital Integrated Circuit Design*
   - Electrical Engineering 361R, *Radio-Frequency Electronics*
   - Electrical Engineering 363M, *Microwave and Radio Frequency Engineering*
Energy Systems and Renewable Energy

This technical component area provides the foundation for a career in electric power systems, generation, grid operation, motors and drives, and renewable energy sources. This area involves the study and design of reliable and economic electric power systems, including both traditional and renewable resources. Energy conversion involves conversion to and from electrical energy, including the study and design of electrical machines.

Students complete the following:

1. Electrical Engineering 325, Electromagnetic Engineering
2. Electrical Engineering 368L, Power Systems Apparatus and Laboratory or Electrical Engineering 369, Power Systems Engineering
3. Core laboratory course: Electrical Engineering 462L, Power Electronics Laboratory
4. Core mathematics course: Mathematics 427L, Advanced Calculus for Applications II
5. Electrical Engineering 362K, Introduction to Automatic Control
6. Three courses from the following list:
   - Electrical Engineering 339, Solid-State Electronic Devices
   - Electrical Engineering 339S, Solar Energy Conversion Devices
   - Electrical Engineering 341, Electric Drives and Machines
   - Electrical Engineering 362Q, Power Quality and Harmonics
   - Electrical Engineering 362S, Development of a Solar-Powered Vehicle
   - Electrical Engineering 368L, Power Systems Apparatus and Laboratory
   - Electrical Engineering 369, Power Systems Engineering
   - Mechanical Engineering 337C, Introduction to Nuclear Power Systems

Fields, Waves, and Electromagnetic Systems

Students in this technical component area study different aspects of applied electromagnetics, including antennas, radio wave propagation, microwave and radio frequency circuits and transmission structures, optical components and lasers, and engineering acoustics. A student should choose the electromagnetic engineering area if he or she is interested in engineering that involves the physical layer in modern communication and radar systems. Graduates are well positioned for jobs in antenna design and testing, propagation channel characterization, microwave and radio frequency circuit design, electromagnetic emission testing from electronic devices and systems, radar system design and development, optical telecommunication, optical information and signal processing systems, and component design and development.

Students complete the following:

1. Electrical Engineering 325, Electromagnetic Engineering
2. Electrical Engineering 339, Solid-State Electronic Devices
3. Core laboratory course: Electrical Engineering 438, Fundamentals of Electronic Circuits I Laboratory or Electrical Engineering 462L, Power Electronics Laboratory
4. Core mathematics course: Mathematics 427L, Advanced Calculus for Applications II
6. Three courses from the following list:
   - Electrical Engineering 321K, Mixed Signal and Circuits Laboratory
   - Electrical Engineering 325K, Antennas and Wireless Propagation
   - Electrical Engineering 334K, Quantum Theory of Electronic Materials
   - Electrical Engineering 341, Electric Drives and Machines
   - Electrical Engineering 347, Modern Optics
   - Electrical Engineering 348, Laser and Optical Engineering
   - Electrical Engineering 355S, Digital Integrated Circuit Design

Nanoelectronics and Nanotechnology

Students in this technical component area learn about the materials and devices used in modern electronic and optoelectronic systems. Through required and electives courses, students learn about the fundamentals of charge transport and interactions with light in semiconductors. They learn about devices beginning with diodes and transistors, the building blocks of integrated circuits, and extending to photodiodes, semiconductor lasers, photodetectors and photovoltaic devices. They learn about microelectronics fabrication techniques. And they are introduced to quantum mechanics, particularly as it applies to electronic and optoelectronic materials and devices. Students may also explore device applications through digital and analog circuit design. With exposure to the topics in this area, students are well positioned to work in a wide variety of fields that rely on semiconductor devices, such as computers, telecommunications, the automotive industry, and consumer electronics.

Students complete the following:

1. Electrical Engineering 325, Electromagnetic Engineering
2. Electrical Engineering 339, Solid-State Electronic Devices
3. Core laboratory course: Electrical Engineering 440, Integrated Circuit Nanomanufacturing Techniques
4. Core mathematics course: Mathematics 427L, Advanced Calculus for Applications II
5. Four courses from the following list:
   - Electrical Engineering 334K, Quantum Theory of Electronic Materials
   - Electrical Engineering 438, Fundamentals of Electronic Circuits I Laboratory
   - Electrical Engineering 338L, Analog Integrated Circuit Design
   - Electrical Engineering 339S, Solar Energy Conversion Devices
   - Electrical Engineering 347, Modern Optics
   - Electrical Engineering 348, Laser and Optical Engineering
   - Electrical Engineering 360S, Digital Integrated Circuit Design
   - Electrical Engineering 438, Fundamentals of Electronic Circuits I Laboratory
   - Electrical Engineering 460R, Introduction to VLSI Design

Computer Engineering Advanced Technical Component Areas

Computer Architecture and Embedded Systems

Computer architecture involves understanding the operation and design of computers on many different levels. These levels include the instruction set, microarchitecture, and logic design. Embedded systems represent the combination of software and hardware that are designed to perform specific functions. These systems may be stand-alone items or an integral part of a larger system. Within this technical component area, students are exposed to logic design, programming, computer architecture, systems design, and digital signal processing. The student studying computer architecture will be well positioned to join the microprocessor design industry as a logic designer or a circuit...
designer. After a good deal of experience on the job, the student would be well positioned to become the chief architect of a new design.

Jobs in embedded systems involve defining, designing, and fabricating application-specific processors and computers in areas such as automotive electronics, consumer devices, and telecommunications.

Students complete the following:

1. Electrical Engineering 316, Digital Logic Design
2. Electrical Engineering 460N, Computer Architecture
4. Core mathematics course: Mathematics 325K, Discrete Mathematics
5. Electrical Engineering 360C, Algorithms
6. Three courses from the following list:
   Electrical Engineering 422C, Software Design and Implementation II
   Electrical Engineering 445M, Embedded and Real-Time Systems Laboratory
   Electrical Engineering 445S, Real-Time Digital Signal Processing Laboratory
   Electrical Engineering 460M, Digital Systems Design Using HDL
   Electrical Engineering 360P, Concurrent and Distributed Systems
   Electrical Engineering 460R, Introduction to VLSI Design
   Electrical Engineering 362K, Introduction to Automatic Control

Software Engineering and Design

Courses in this area cover the engineering life cycle of software systems, including requirement analysis and specification, design, construction/programming, testing, deployment, maintenance, and evolution. Area courses are intended to teach students theory, practical methods, and tools for designing, building, delivering, maintaining, and evolving software to meet stakeholder requirements. Every software engineer must understand how software systems operate and how they can be used to solve engineering problems and deliver solutions. The courses in this area are designed to educate students about a diverse and relevant set of technologies and about the ways that technology can be used to design and build software systems.

Students complete the following:

1. Electrical Engineering 422C, Software Design and Implementation II
2. Electrical Engineering 360C, Algorithms
3. Core laboratory course: Electrical Engineering 461L, Software Engineering and Design Laboratory
4. Core mathematics course: Mathematics 325K, Discrete Mathematics
5. Four courses from the following list:
   Electrical Engineering 316, Digital Logic Design
   Electrical Engineering 445L, Embedded Systems Design Laboratory
   Electrical Engineering 445M, Embedded and Real-Time Systems Laboratory
   Electrical Engineering 360F, Introduction to Software Engineering
   Electrical Engineering 460N, Computer Architecture
   Electrical Engineering 360P, Concurrent and Distributed Systems
   Electrical Engineering 361Q, Requirements Engineering
   Electrical Engineering 372N, Telecommunication Networks
   Electrical Engineering 360T, Software Testing
   Electrical Engineering 461P, Data Science Principles

Data Science and Information Processing

This technical component trains students in information and signal processing, data mining as well as decision and control algorithms.

Applications include data analytics, machine learning, sound and image processing as well as knowledge extraction and actuation.

Students complete the following:

1. Electrical Engineering 461P, Data Science Principles
2. Electrical Engineering 360C, Algorithms
3. Core laboratory course: Electrical Engineering 460J, Data Science Laboratory
4. Core mathematics course: Mathematics 325K, Discrete Mathematics
5. Electrical Engineering 351M, Digital Signal Processing
6. Three courses from the following list:
   Electrical Engineering 422C, Software Design and Implementation II
   Electrical Engineering 445S, Real-Time Digital Signal Processing Laboratory
   Electrical Engineering 360P, Concurrent and Distributed Systems
   Electrical Engineering 361C, Multicore Computing
   Electrical Engineering 461L, Software Engineering and Design Laboratory
   Electrical Engineering 362K, Introduction to Automatic Control
   Electrical Engineering 471C, Wireless Communications Laboratory
   Electrical Engineering 371Q, Digital Image Processing

Alternate Mathematics Courses

For students who choose an advanced technical component area in computer engineering:

Mathematics 427L, Advanced Calculus for Applications II
Mathematics 328K, Introduction to Number Theory
Mathematics 343K, Introduction to Algebraic Structures
Mathematics 344K, Intermediate Symbolic Logic
Mathematics 348, Scientific Computation in Numerical Analysis (carries a quantitative reasoning flag)
Mathematics 358K, Applied Statistics (carries a quantitative reasoning flag)
Mathematics 374M, Mathematical Modeling in Science and Engineering
Computer Science 341, Automata Theory
Computer Science 346, Cryptography

For students who choose an advanced technical component area in electrical engineering:

Mathematics 325K, Discrete Mathematics
Mathematics 328K, Introduction to Number Theory
Mathematics 346, Applied Linear Algebra
Mathematics 348, Scientific Computation in Numerical Analysis (carries a quantitative reasoning flag)
Mathematics 358K, Applied Statistics (carries a quantitative reasoning flag)
Mathematics 361, Theory of Functions of a Complex Variable
Mathematics 362M, Introduction to Stochastic Processes
Mathematics 372K, Partial Differential Equations and Applications
Mathematics 374, Fourier and Laplace Transforms
Mathematics 374M, Mathematical Modeling in Science and Engineering

Suggested arrangement of courses: Computer and Electrical Engineering

Computer and Electrical Engineering Curriculum - Advanced Technical Component
Environmental Engineers protect the natural environment and the health of people as influenced by the environment. The field began as a part of civil engineering by providing the water supply for municipalities but has grown to encompass a broad view of the interaction of humans with the environment. The environmental engineer applies principles from all of the natural sciences (physics, chemistry, geology, and biology) to understand the natural environment and to build systems that protect that environment. Areas of environmental engineering include air quality, water quality, water resources, and contaminant process engineering. Environmental engineering students obtain a broad background in mathematics and all the sciences, along with their application to the several areas of environmental engineering. This flexible curriculum allows the student to elect 18 semester hours of approved technical coursework to emphasize the areas of environmental engineering of most interest to the student. In addition, courses in the humanities and social sciences are included.

To excel as an environmental engineer, a student should have an aptitude for mathematics and science, an abiding interest in protecting the natural environment and public health, and the motivation to study and prepare for environmental engineering practice. Environmental engineering graduates of the University may seek a wide variety of employment opportunities with private consulting firms, industry, and government agencies at the local, state, and national levels. Those who plan to pursue graduate work in engineering, or in other professions such as business, medicine, law, or journalism, have an excellent base on which to build.

**Student Outcomes**

Graduates of the environmental engineering program should attain the following outcomes:

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- An ability to communicate effectively with a range of audiences
- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies

**Program Educational Objectives**

Graduates of the environmental engineering program should address environmental engineering problems within a greater societal context. They should:

- Exhibit character and decision-making skills embodying professionalism and ethical behavior
- Apply knowledge, strong reasoning, and quantitative skills to design and implement creative and sustainable solutions
- Engage in lifelong learning to meet evolving engineering challenges facing society
- Exhibit strong communication, critical thinking, interpersonal, and management skills as leaders and contributors in the environmental engineering profession

**Portable Computing Devices**

Students entering Environmental Engineering are required to have a laptop at their disposal. Laptops do not need to be brought to campus on a daily basis, but individual courses may require that a laptop be brought to class or lab sessions. For a list of minimum system requirements, see the Cockrell School of Engineering website.
Curriculum

Each student must complete the University's Core Curriculum. In some cases, a course required for the Bachelor of Science in Environmental Engineering may also be counted toward the core curriculum; these courses are identified below. To ensure that courses used to fulfill the social and behavioral sciences and visual and performing arts requirements of the core curriculum also meet ABET criteria, students should follow the guidance given in ABET Criteria.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the US flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and one writing flag are carried by courses specifically required for the degree; these courses are identified below. Students are advised to fulfill the flag requirements with a course that meets other requirements of the degree. Courses that may be used to fulfill flag requirements are identified in the Course Schedule.

Math, science and engineering electives are chosen from a list of approved courses maintained in the undergraduate office.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Engineering</td>
<td></td>
</tr>
<tr>
<td>EVE 310 Sustainable Systems Engineering</td>
<td>3</td>
</tr>
<tr>
<td>EVE 312 Environmental Engineering and Science</td>
<td>3</td>
</tr>
<tr>
<td>Approved environmental engineering elective</td>
<td>15</td>
</tr>
<tr>
<td>Approved environmental engineering design elective</td>
<td>3</td>
</tr>
<tr>
<td>Architectural Engineering</td>
<td></td>
</tr>
<tr>
<td>ARE 323K Project Management and Economics</td>
<td>3</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
</tr>
<tr>
<td>BIO 311C Introductory Biology I</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>CH 328M Organic Chemistry I</td>
<td>3</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td></td>
</tr>
<tr>
<td>C E 311K Introduction to Computer Methods</td>
<td>3</td>
</tr>
<tr>
<td>C E 311S Probability and Statistics for Civil Engineers</td>
<td>3</td>
</tr>
<tr>
<td>C E 319F Elementary Mechanics of Fluids</td>
<td>3</td>
</tr>
<tr>
<td>C E 333T Engineering Communication (writing flag; ethics flag)</td>
<td>3</td>
</tr>
<tr>
<td>C E 356 Elements of Hydraulic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Engineering Mechanics</td>
<td></td>
</tr>
<tr>
<td>Geology</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>M 408C Differential and Integral Calculus (mathematics; quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>M 408D Sequences, Series, and Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 427J Differential Equations with Linear Algebra (quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>PHY 103M Laboratory for Physics 303K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103N Laboratory for Physics 303L</td>
<td>1</td>
</tr>
</tbody>
</table>

Technical Electives

Technical electives in environmental engineering are listed in four areas of specialization below. Six semester credit hours must be selected from one of the technical areas along with an approved environmental engineering design elective. Approved environmental engineering design electives are chosen from a list of approved courses maintained in the undergraduate office. The remaining environmental engineering electives can be taken from any area or combination of areas. Courses not listed can be approved by the undergraduate advisor.

Area 1, Climate and Energy

Architectural Engineering 346N, Building Environmental Systems
Architectural Engineering 346P, HVAC Design
Architectural Engineering 370, Design of Energy Efficient and Healthy Buildings
Architectural Engineering 371, Energy Simulation in Building Design
Architectural Engineering 372, Modeling of Air and Pollutant Flows in Buildings
Architectural Engineering 377K, Studies in Architectural Engineering
Civil Engineering 369L, Air Pollution Engineering
Civil Engineering 369R, Indoor Air Quality

Area 2, Sustainable Water Systems

Civil Engineering 342, Water and Wastewater Treatment Engineering
Bachelor of Science in Geosystems Engineering and Hydrogeology

Geosystems engineers and hydrogeologists are concerned with the development and use of engineering approaches in the management of natural resources from the earth’s surface and subsurface, environmental restoration of subsurface sites, and other processes related to the earth sciences. This degree program, offered jointly by the Cockrell School of Engineering and the Jackson School of Geosciences, is designed to teach students the geological and engineering principles needed to solve subsurface resource development and environmental problems. The curriculum includes a fundamental sequence of engineering and geological sciences courses in such areas as multiphase fluid flow, physical hydrology, heat and mass transfer, field methods, and engineering design. This interdisciplinary systems approach, combining engineering and geological sciences, is increasingly required to address complex real-world problems such as characterization and remediation of aquifers. The degree program is designed to prepare graduates for employment with environmental, water resource management, and energy companies in addition to many government agencies. Better-qualified graduates of the program may pursue graduate study in subsurface environmental engineering, petroleum engineering, geology, and other related fields.

The objective of the degree program is to prepare graduates for successful careers in the fields of subsurface environmental engineering (including carbon dioxide sequestration), oil and gas production and services, or similar pursuits. Graduates are expected to understand the fundamental principles of science and engineering behind the technology of geosystems engineering and hydrogeology to keep their education from becoming outdated and to give them the capability of self-instruction after graduation. They should also be prepared to serve society by applying the ideals of ethical behavior, professionalism, and environmentally responsible stewardship of natural resources.

Containing the following elements, the technical curriculum provides both breadth and depth in a range of topics.

- A combination of college-level mathematics and basic sciences (some with experimental work) that includes mathematics through differential equations, physics, chemistry, and geology
- Basic engineering and geologic topics that develop a working knowledge of fluid mechanics, strength of materials, transport phenomena, material properties, phase behavior, and thermodynamics
- Engineering and geosciences topics that develop competence in characterization and evaluation of subsurface geological formations and their resources using geoscientific and engineering methods, including field methods; design and analysis of systems for producing, injecting, and handling fluids; application of hydrogeologic and reservoir engineering principles and practices for water and energy resource development and management; contamination evaluation and remediation methods for hydrologic resources; and use of project economics and resource valuation methods for design and decision making under conditions of risk and uncertainty
- A major capstone design experience that prepares students for engineering and hydrogeologic practice, based on the knowledge and skills acquired in earlier coursework and incorporating engineering and geological standards and realistic constraints

**Suggested Arrangement of Courses**

<table>
<thead>
<tr>
<th>First Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M 306</td>
<td>CH 328M</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>M 427J</td>
<td>C E 311K</td>
<td>4</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHY 303L</td>
<td>C E 319F</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>C E 333T</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>EVE 310</td>
<td>EVE 312</td>
<td>3</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>American and Texas government</td>
<td></td>
<td>14</td>
<td></td>
<td>15</td>
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<table>
<thead>
<tr>
<th>Second Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M E 320, 326, or CH 353</td>
<td>3 GEO 303</td>
<td>3</td>
<td>Environmental Engineering elective</td>
<td>3</td>
</tr>
<tr>
<td>C E 311S</td>
<td>3 Environmental Engineering elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C E 356</td>
<td>3 Environmental Engineering elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering elective</td>
<td>3 American history</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American government</td>
<td>3 E 316L, 316M, 316N, or 316P</td>
<td>3</td>
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<td></td>
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<td>15</td>
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<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARE 323K</td>
<td>3 Environmental Engineering design elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering elective</td>
<td>3 Engineering elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environmental Engineering elective</td>
<td>3 Engineering elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and behavioral science</td>
<td>3 American history</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics or science elective</td>
<td>3 Visual and performing arts</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>15</td>
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</tr>
</tbody>
</table>

Total credit hours: 104
ABET Student Outcomes:
1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Portable Computing Devices
Students entering Geosystems Engineering and Hydrogeology are required to have access to a portable computing device capable of running programs suitable for use in the classroom and on the university wireless network. The use of this device will be necessary in many required courses, and individual instructors may require the device be brought to class or lab sessions. For a list of minimum system requirements see http://www.pge.utexas.edu/future/undergraduate/program.

Curriculum
Course requirements include courses within the Cockrell School of Engineering and other required courses. In addition, each student must complete the University’s Core Curriculum (p. 22). In some cases, a course that fulfills one of the following requirements may also be counted toward core curriculum or flag requirements; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one course with a quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the US flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and both writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

Courses used to fulfill technical and nontechnical elective requirements must be approved by the petroleum and geosystems engineering faculty and the geological sciences faculty before the student registers for them.

Requirements
Petroleum and Geosystem Engineering Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGE 310</td>
<td>Formulation and Solution of Geosystems Engineering Problems</td>
<td>3</td>
</tr>
<tr>
<td>PGE 322K</td>
<td>Transport Phenomena in Geosystems</td>
<td>3</td>
</tr>
<tr>
<td>PGE 323K</td>
<td>Reservoir Engineering I: Primary Recovery</td>
<td>3</td>
</tr>
<tr>
<td>PGE 323L</td>
<td>Reservoir Engineering II: Secondary</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and Tertiary Recovery</td>
<td></td>
</tr>
<tr>
<td>PGE 326</td>
<td>Thermodynamics and Phase Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PGE 333T</td>
<td>Engineering Communication (writing flag and ethics flag)</td>
<td>3</td>
</tr>
<tr>
<td>PGE 358</td>
<td>Principles of Formation Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PGE 365</td>
<td>Resource Economics and Valuation</td>
<td>3</td>
</tr>
<tr>
<td>PGE 373L</td>
<td>Geosystems Engineering Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(independent inquiry flag)</td>
<td></td>
</tr>
<tr>
<td>PGE 424</td>
<td>Petrophysics</td>
<td>4</td>
</tr>
<tr>
<td>PGE 427</td>
<td>Properties of Petroleum Fluids</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(Properties of Petroleum Fluids)</td>
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Chemistry

<table>
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<tbody>
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<td>C E 357</td>
<td>Geotechnical Engineering</td>
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Engineering Mechanics

<table>
<thead>
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<th>Course</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>E M 319</td>
<td>Mechanics of Solids</td>
<td>3</td>
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</table>

Geological Sciences

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 376L</td>
<td>Field Methods in Groundwater Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 376S</td>
<td>Physical Hydrology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 416K</td>
<td>Earth Materials</td>
<td>4</td>
</tr>
<tr>
<td>GEO 416M</td>
<td>Sedimentary Rocks</td>
<td>4</td>
</tr>
<tr>
<td>GEO 420K</td>
<td>Introduction to Field and Stratigraphic Methods</td>
<td>4</td>
</tr>
<tr>
<td>GEO 428</td>
<td>Structural Geology</td>
<td>4</td>
</tr>
<tr>
<td>GEO 476K</td>
<td>Groundwater Hydrology (writing flag)</td>
<td>4</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus (mathematics; quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>M 408D</td>
<td>Sequences, Series, and Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear Algebra (quantitative reasoning flag)</td>
<td>4</td>
</tr>
</tbody>
</table>

Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>Laboratory for Physics 303L</td>
<td>1</td>
</tr>
<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303L</td>
<td>Engineering Physics II (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
</tbody>
</table>

Other Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved engineering elective</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Approved geosciences technical elective</td>
<td>3</td>
<td></td>
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</tbody>
</table>

Rhetoric and Writing

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316L</td>
<td>British Literature 1</td>
<td>3</td>
</tr>
<tr>
<td>or E 316M</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316N</td>
<td>World Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316P</td>
<td>Masterworks of Literature</td>
<td></td>
</tr>
<tr>
<td>American government 2</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
American history \(^2\) 6
Visual and performing arts \(^3\) 3
Social and behavioral sciences \(^3\) 3

---

1. Some sections of the English humanities courses (E 316L, 316M, 316N, 316P) carry a global cultures or cultural diversity flag.
2. Some sections carry a cultural diversity flag.
3. Some sections carry a global cultures and/or cultural diversity flag.
4. In UGS 302, all sections carry a writing flag. In UGS 303, some sections carry a writing flag.

Total Hours 114

**Suggested Arrangement of Courses**

**First Year**

<table>
<thead>
<tr>
<th>First Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 301</td>
<td>CH 302</td>
<td>4</td>
<td>M 408D</td>
<td>4</td>
</tr>
<tr>
<td>GEO 303</td>
<td>M 408C</td>
<td>4</td>
<td>PHY 303K</td>
<td>3</td>
</tr>
<tr>
<td>Rhe 306</td>
<td>PHY 103M</td>
<td>1</td>
<td>UGS 302 or 303</td>
<td>PGE 333T</td>
</tr>
<tr>
<td>American history</td>
<td>3</td>
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</table>

**Second Year**

<table>
<thead>
<tr>
<th>Second Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GEO 416K</td>
<td>E M 319</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GEO 416M</td>
<td>PGE 310</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>E M 306</td>
<td>PGE 427</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>M 427J</td>
<td>PGE 326</td>
<td>3</td>
<td>PHY 303L</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>1</td>
<td></td>
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</table>

**Third Year**

<table>
<thead>
<tr>
<th>Third Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
<th>Summer Term</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>GEO 476K</td>
<td>C E 357</td>
<td>3 GEO 367</td>
<td>3</td>
<td></td>
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<tr>
<td>PGE 322K</td>
<td>GEO 420K</td>
<td>4</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PGE 323K</td>
<td>PGE 323L</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PGE 424</td>
<td>PGE 358</td>
<td>3</td>
<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Social and behavioral sciences</td>
<td>American government</td>
<td>3</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

12 17

**Fourth Year**

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 428</td>
<td>PGE 373L</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>GEO 376S</td>
<td>3 Geoscience technical elective</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>PGE 365</td>
<td>American government</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering technical elective</td>
<td>American history</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E 316L, 316M, 316N, or 316P</td>
<td>Visual and performing arts</td>
<td>3</td>
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<td></td>
</tr>
</tbody>
</table>

16 15

Total credit hours: 114

**Bachelor of Science in Mechanical Engineering**

Mechanical engineering is one of the largest and broadest fields of technical study. Mechanical engineers are concerned with the engineering systems used to control and transform energy to meet the needs of humanity. In mechanical engineering, students develop an understanding of basic topics and fundamental principles upon which engineered systems are conceived and developed in a modern society. It is an excellent foundation for a rewarding career in engineering, as well as for further study in business, law, medicine, and other professions that require a solid foundation in science and technology, and the ability to solve problems.

The mechanical engineering department is dedicated to graduating mechanical engineers who practice mechanical engineering in the general stems of thermal/fluid systems, mechanical systems and design, and materials and manufacturing in industry and government settings; pursue advanced education, research and development, and other creative efforts in science and technology; conduct themselves in a responsible, professional, and ethical manner; and participate as leaders in activities that support service to and economic development of the region, state, and nation.

The mechanical engineering faculty has defined seven educational outcomes that students in the program are expected to achieve by the time of graduation. These outcomes are

- Ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
- Ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
- Ability to communicate effectively with a range of audiences
- Ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
- Ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
- Ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
- Ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

The mechanical engineering curriculum meets these outcomes by providing breadth and depth across a range of topics.

- A combination of college-level mathematics and basic science courses (some with experimental work) that includes mathematics, probability and statistics, physics, and chemistry
- Engineering courses that develop a working knowledge of graphics and computer-aided design, engineering mechanics, thermodynamics, kinematics, dynamics and control of mechanical systems, computational methods, fluid mechanics, heat transfer, materials science and engineering, mechatronics, technical communication, and engineering economics
- Mechanical engineering project and laboratory experiences that develop competence in measurements and instrumentation, interpretation of data, reverse engineering analysis of mechanical
Portable Computing Devices

Students entering Mechanical Engineering are expected to have a laptop computer at their disposal. The use of laptop computers will be necessary in many required courses, and individual instructors may require that a laptop be brought to class or lab sessions. For a list of minimum system requirements see: http://www.me.utexas.edu/laptopreq.

Curriculum

Course requirements include courses within the Cockrell School of Engineering, and other required courses. In addition, each student must complete the University's Core Curriculum (p. 23). In some cases, a course required as part of the major may also be counted toward the core curriculum; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the University's flag requirements: one independent inquiry flag, one course with a quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the United States flag, and three writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and three writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

Requirements

Mechanical Engineering Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M E 130L</td>
<td>Experimental Fluid Mechanics</td>
<td>1</td>
</tr>
<tr>
<td>M E 134L</td>
<td>Materials Engineering Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>M E 139L</td>
<td>Experimental Heat Transfer</td>
<td>1</td>
</tr>
<tr>
<td>M E 140L</td>
<td>Mechatronics Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>M E 144L</td>
<td>Dynamic Systems and Controls Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>M E 266K</td>
<td>Mechanical Engineering Design Project</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>(independent inquiry flag and writing flag)</td>
<td></td>
</tr>
<tr>
<td>M E 266P</td>
<td>Design Project Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>M E 314D</td>
<td>Dynamics</td>
<td>3</td>
</tr>
<tr>
<td>M E 316T</td>
<td>Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>M E 318M</td>
<td>Programming and Engineering Computational</td>
<td>3</td>
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</tbody>
</table>

Chemistry

Engineering Mechanics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M E 330</td>
<td>Fluid Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>M E 333T</td>
<td>Engineering Communication (writing flag</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and ethics flag)</td>
<td></td>
</tr>
<tr>
<td>M E 334</td>
<td>Materials Engineering</td>
<td>3</td>
</tr>
<tr>
<td>M E 335</td>
<td>Engineering Statistics</td>
<td>3</td>
</tr>
<tr>
<td>M E 338</td>
<td>Machine Elements</td>
<td>3</td>
</tr>
<tr>
<td>M E 339</td>
<td>Heat Transfer</td>
<td>3</td>
</tr>
<tr>
<td>M E 340</td>
<td>Mechatronics</td>
<td>3</td>
</tr>
<tr>
<td>M E 344</td>
<td>Dynamic Systems and Controls</td>
<td>3</td>
</tr>
<tr>
<td>M E 353</td>
<td>Engineering Finance</td>
<td>3</td>
</tr>
<tr>
<td>M E 366J</td>
<td>Mechanical Engineering Design Methodology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(writing flag)</td>
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</table>

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>(mathematics; quantitative reasoning flag)</td>
<td></td>
</tr>
<tr>
<td>M 408D</td>
<td>Sequences, Series, and Multivariable</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Calculus</td>
<td></td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>M 427L</td>
<td>Advanced Calculus for Applications</td>
<td>4</td>
</tr>
</tbody>
</table>

Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (part I science and</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>technology; quantitative reasoning flag)</td>
<td></td>
</tr>
<tr>
<td>PHY 303L</td>
<td>Engineering Physics II (part I science</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>and technology; quantitative reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>flag)</td>
<td></td>
</tr>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>Laboratory for Physics 303L</td>
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</tr>
</tbody>
</table>

Rhetoric and Writing

Other Required Courses

Approved career gateway electives                                  12
Approved natural science/mathematics elective                       3

Remaining Core Curriculum Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316L</td>
<td>British Literature</td>
<td>3</td>
</tr>
<tr>
<td>or E 316M</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316N</td>
<td>World Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316P</td>
<td>Masterworks of Literature</td>
<td></td>
</tr>
</tbody>
</table>

American and Texas government                                         6
American history                                                    6
Social and behavioral sciences                                      3
Visual and performing arts                                          3

1. Some sections of the English humanities courses (E 316L, 316M, 316N, 316P) carry a global cultures or cultural diversity flag.
2. Some sections carry a cultural diversity flag.
3. Some sections carry a global cultures and/or cultural diversity flag.
Career Gateway Elective Options

The ME curriculum includes 12 credit hours of Career Gateway Electives (CGEs) which give students the flexibility to tailor their upper-division academic program to meet a variety of career goals, while ensuring that they graduate with a robust grounding in one or more selected technical or specialty areas. The CGEs are arranged into tracks, each of which has designated courses. Technical tracks are designed to provide more focus in a selected technical area than is provided in the core curriculum alone. Specialty tracks are designed for those students whose career interests extend beyond mechanical engineering. Detailed guidelines for choosing CGEs and for approval of CGE choices are published on the mechanical engineering website and may be subject to periodic change as needs arise. Exceptions can be considered on a case-by-case basis by petition to the undergraduate advisor.

Minors and Transcript-Recognized Certificate Programs

Minors and transcript-recognized certificate programs offer interdisciplinary curricula that support and extend a student’s major. Minors that may be of particular interest to mechanical engineering students include the minor in Materials Science and Engineering and certificates in Computational Science and Engineering, the National Academy of Engineering Grand Challenges Scholars Program, Humanitarian Engineering, Applied Statistical Modeling, and Pre-Health Professions. Additional information about minors and transcript recognized certificates is available online (p. 13).

Integrated BSME/MSE Program

The integrated degree program results in simultaneously awarding a Bachelor of Science in Mechanical Engineering (BSME) and a Master of Science in Engineering (MSE) degree offered by the J. Mike Walker Department of Mechanical Engineering. The objective of the Integrated BSME/MSE Program is to enable prepared undergraduates in Mechanical Engineering to earn two degrees in a shortened time period. By applying AP and Credit by Exam by courses, having students take recommended summer courses, and allowing seniors to enroll in graduate-level engineering courses reserved for graduate credit, the program enables graduates to complete both degree requirements in five years.

Admissions. Current undergraduate mechanical engineering (ME) students may begin the application process to the Integrated BSME/MSE Program option in the first term of their third year. Admission includes the two steps outlined below. Undergraduate students not in the mechanical engineering major are not eligible to apply. It is expected that all students selected for the program in Step 1 and have been successful in their first graduate-level coursework will be selected for admission in Step 2. Successful completion will be evaluated and determined by the department’s Domestic Graduate Admission Committee and the graduate advisor.

Step 1. Students complete the first step in application for admission to the Integrated BSME/MSE Program in the first term of the third year. The Step 1 application is internal through the department and includes a resume, statement of purpose, and letters of recommendation. Qualified applicants will be selected based on the applicant’s progress to degree completion, grade point average, and other qualifications included in the application materials. Selected students will be notified early in the second term of the third year of their admission status for the integrated program, allowing them to meet with an academic advisor to plan graduate coursework in the first term of their fourth year.

Step 2. Students complete the second step in the application in the second term of their fourth year. The Step 2 application is formal through the Graduate and International Admission Center (GIAC). Admission to the integrated program will be based on a review of the applicant’s undergraduate record and GPA, GRE scores, performance in graduate coursework, letters of recommendation, personal statement, TOEFL score (if required), and research experience.

If a student in their fourth year is taking graduate courses and would be on track to complete the integrated program but did not apply in their third year through Step 1, they may apply by completing Step 1 and Step 2 together. These students will be evaluated for admission on the same criteria.

Degree Requirements. In order for integrated program students to complete both the BSME and MSE degrees in five years, the department waives six semester credit hours (SCH) of technical area electives in lieu of six SCH of graduate engineering coursework reserved for graduate credit taken in the fourth year. This reduces the total BSME degree requirements for integrated program students from 126 to 120 SCH.

Students in the integrated program complete 12 SCH of graduate coursework in their fourth year and 18-24 SCH of graduate coursework in their fifth year to complete a total of 30-36 SCH of graduate coursework for the MSE degree as described in the Graduate Catalog. Students have the option of choosing the coursework, report, or thesis option for the MSE degree as described in the Graduate Catalog. The selected degree option determines the number of hours required to graduate with the MSE degree. Courses the student takes will be determined with the graduate advisor and academic advisor to ensure compliance with degree requirements and to meet the students’ career goals.

Students unable to successfully complete the integrated program, or who wish to terminate pursuit of the MSE for any reason, may obtain a BSME degree by applying for a change of major back to the standalone BSME program and satisfying all of the requirements for the standalone degree. Six SCH of the graduate courses taken in the fourth year may count toward the 12 SCH of CGEs required to complete the entire 126 SCH requirements. An undergraduate student leaving the integrated program will be on a trajectory to graduate with the regular BSME degree in the same timeframe prior to admission to the integrated program.

Graduates of the integrated program will receive the BSME and MSE degrees simultaneously after successfully completing the 120 SCH for the BSME and 30-36 SCH for the MSE, a total of 150-156 SCH. Ideally students in this program will graduate with both degrees in a total of five years to completion.

Advising. Once admitted, students will be advised each semester by the graduate advisor and an academic advisor to complete coursework required for the BSME degree in their fourth year, and completion of the coursework required for the MSE degree in their fourth and fifth years. Information regarding the integrated program requirements and policies may be obtained from the ME Academic Advising Office in ETC 2.146.

Suggested Arrangement of Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CH 301</td>
<td>M 408D</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M 408C</td>
<td>4 PHY 303K</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M E 302</td>
<td>PHY 103M</td>
<td>1</td>
<td></td>
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</table>
American history

16

Second Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M 306</td>
<td>3</td>
<td>E M 319</td>
<td>3</td>
</tr>
<tr>
<td>M 427J</td>
<td>4</td>
<td>M 427L</td>
<td>4</td>
</tr>
<tr>
<td>M E 316T (Thermodynamics)</td>
<td>3</td>
<td>M E 318M</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303L</td>
<td>3</td>
<td>M E 314D (Dynamics)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>1</td>
<td>M E 333T</td>
<td>3</td>
</tr>
<tr>
<td>American and Texas Government</td>
<td>3</td>
<td></td>
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</tr>
<tr>
<td>E M 330</td>
<td>3</td>
<td>M E 338</td>
<td>3</td>
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<tr>
<td>M E 334</td>
<td>3</td>
<td>M E 139L</td>
<td>1</td>
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<tr>
<td>M E 335</td>
<td>3</td>
<td>M E 340</td>
<td>3</td>
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<td>Approved career gateway elective</td>
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<td>Approved career gateway elective</td>
<td>3</td>
</tr>
<tr>
<td>M E 344</td>
<td>3</td>
<td>M E 266K</td>
<td>2</td>
</tr>
<tr>
<td>M E 144L</td>
<td>1</td>
<td>M E 266P</td>
<td>2</td>
</tr>
<tr>
<td>M E 353</td>
<td>3</td>
<td>Approved career gateway elective</td>
<td>3</td>
</tr>
<tr>
<td>M E 366J</td>
<td>3</td>
<td>Approved mathematics/natural science elective</td>
<td>3</td>
</tr>
<tr>
<td>Approved career gateway elective</td>
<td>E M 316L, 316M, 316N, or 316P</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>American and Texas government</td>
<td>3</td>
<td>American history</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total credit hours: 111 |

Bachelor of Science in Petroleum Engineering

Energy is a key component to people’s everyday lives. Petroleum engineers are able to address and solve important technology challenges that will lead to energy security and societal prosperity, so the position is in high demand. This challenging and rewarding field of engineering requires creative application of a wide spectrum of knowledge, including, but not limited to mathematics, physics, geology, and chemistry.

Worldwide energy demand is growing, and experts agree that oil and gas will continue to play an important role in the world’s energy supply. The decision making for complex projects falls to a great extent upon petroleum engineers, providing them with a high degree of responsibility. In addition, since hydrocarbon reserves are found in such diverse areas as Asia, South America, and Europe, petroleum engineers will have opportunities for exciting assignments all over the globe.

Petroleum engineers play a variety of roles within the energy business. They design and monitor the drilling of exploratory and development wells used to locate and produce the oil and gas from the subsurface. They work with technologies that can describe the characteristics of rocks deep beneath the surface and detect the type of fluids contained in those rocks. They install and maintain the equipment that lifts fluids from subsurface reservoirs to the surface, and they design surface collection and treatment facilities to prepare produced hydrocarbons for delivery to a refinery or pipeline. Hydraulic fracturing of shale gas and tight oil is the responsibility of a petroleum engineer, as is the development and implementation of enhanced oil recovery methods that capture stranded or bypassed hydrocarbons from old oilfields. In addition to these traditional petroleum engineering career choices, there are other emerging careers for petroleum engineering graduates in pollution clean up, underground waste disposal (including the subsurface injection of carbon dioxide to reduce atmospheric greenhouse gases), and hydrology.

The objective of the petroleum engineering program is to graduate practical, qualified engineers who can successfully pursue careers in the oil and gas production and services industries or similar areas. Graduates of the program are expected to understand the fundamental principles of science and engineering behind the technology of petroleum engineering to keep their education current and to give them the capability of self-instruction after graduation. They should be prepared to serve society by using the ideals of ethical behavior, professionalism, and environmentally responsible stewardship of natural resources.

The technical curriculum contains the following elements:

- A combination of college-level mathematics and basic sciences (some with experimental work) that includes mathematics through differential equations, probability and statistics, physics, chemistry, and geology
- Engineering topics that develop a working knowledge of fluid mechanics, strength of materials, transport phenomena, material properties, phase behavior, and thermodynamics
- Petroleum engineering topics that develop competence in (1) design and analysis of well systems and procedures for drilling and completing wells; (2) characterization and evaluation of subsurface geological formations and their resources using geoscientific and engineering methods; (3) design and analysis of systems for producing, injecting, and handling fluids; (4) application of reservoir engineering principles and practices to optimize resource development and management; and (5) use of project economics and resource valuation methods for design and decision making under conditions of risk and uncertainty
- A major capstone design experience that prepares students for engineering practice, based on the knowledge and skills acquired in earlier coursework and incorporating engineering standards and realistic constraints

ABET Student Outcomes:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.
Portable Computing Devices
Students entering Petroleum Engineering are required to have access to a portable computing device capable of running programs suitable for use in the classroom and on the university wireless network. The use of this device will be necessary in many required courses, and individual instructors may require the device be brought to class or lab sessions. For a list of minimum system requirements see: http://www.pge.utexas.edu/future/undergraduate/program.

Curriculum
Course requirements include courses within the Cockrell School of Engineering and other required courses. In addition, each student must complete the University's Core Curriculum (p. 22). In some cases, a course that fulfills one of the following requirements may also be counted toward core curriculum or flag requirements; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag requirements: one independent inquiry flag, one course with a quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the US flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and both writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

Courses used to fulfill technical and nontechnical elective requirements must be approved by the petroleum and geosystems engineering undergraduate advisor before the student enrolls in them.

Requirements
Petroleum and Geosystems Engineering Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGE 310</td>
<td>Formulation and Solution of Geosystems</td>
<td>3</td>
</tr>
<tr>
<td>PGE 427</td>
<td>Properties of Petroleum Fluids</td>
<td>4</td>
</tr>
<tr>
<td>PGE 322K</td>
<td>Transport Phenomena in Geosystems</td>
<td>3</td>
</tr>
<tr>
<td>PGE 326</td>
<td>Thermodynamics and Phase Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PGE 333T</td>
<td>Engineering Communication (writing flag and ethics flag)</td>
<td>3</td>
</tr>
<tr>
<td>PGE 323K</td>
<td>Reservoir Engineering I: Primary Recovery</td>
<td>3</td>
</tr>
<tr>
<td>PGE 323L</td>
<td>Reservoir Engineering II: Secondary and Tertiary Recovery</td>
<td>3</td>
</tr>
<tr>
<td>PGE 334</td>
<td>Reservoir Geomechanics</td>
<td>3</td>
</tr>
<tr>
<td>PGE 337</td>
<td>Introduction to Geostatistics</td>
<td>3</td>
</tr>
<tr>
<td>PGE 358</td>
<td>Principles of Formation Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>PGE 362</td>
<td>Production Technology and Design</td>
<td>3</td>
</tr>
<tr>
<td>PGE 365</td>
<td>Resource Economics and Valuation</td>
<td>3</td>
</tr>
<tr>
<td>PGE 373L</td>
<td>Geosystems Engineering Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>PGE 424</td>
<td>Petrophysics</td>
<td>4</td>
</tr>
<tr>
<td>PGE 430</td>
<td>Drilling and Well Completions</td>
<td>4</td>
</tr>
</tbody>
</table>

Chemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E M 319</td>
<td>Mechanics of Solids</td>
<td>3</td>
</tr>
</tbody>
</table>

Geological Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 316P</td>
<td>Sedimentary Rocks</td>
<td>3</td>
</tr>
</tbody>
</table>

Mathematics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 408C</td>
<td>Differential and Integral Calculus (mathematics; quantitative reasoning flag)</td>
<td>4</td>
</tr>
<tr>
<td>M 408D</td>
<td>Sequences, Series, and Multivariable Calculus</td>
<td>4</td>
</tr>
<tr>
<td>M 427J</td>
<td>Differential Equations with Linear Algebra (quantitative reasoning flag)</td>
<td>4</td>
</tr>
</tbody>
</table>

Physics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHY 303K</td>
<td>Engineering Physics I (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 303L</td>
<td>Engineering Physics II (part I science and technology; quantitative reasoning flag)</td>
<td>3</td>
</tr>
<tr>
<td>PHY 103M</td>
<td>Laboratory for Physics 303K</td>
<td>1</td>
</tr>
<tr>
<td>PHY 103N</td>
<td>Laboratory for Physics 303L</td>
<td>1</td>
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Rhetoric and Writing

Other Required Courses

Approved technical area electives 12

Remaining Core Curriculum Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316L</td>
<td>British Literature</td>
<td>3</td>
</tr>
<tr>
<td>or E 316M</td>
<td>American Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316N</td>
<td>World Literature</td>
<td></td>
</tr>
<tr>
<td>or E 316P</td>
<td>Masterworks of Literature</td>
<td></td>
</tr>
</tbody>
</table>

American and Texas government 6

American history 2

Visual and performing arts 3

Social and behavioral sciences 3

Suggested Arrangement of Courses

First Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Second</td>
<td>First</td>
<td>Second</td>
</tr>
<tr>
<td>GEO 303</td>
<td></td>
<td>M 408C</td>
<td></td>
</tr>
<tr>
<td>CH 301</td>
<td></td>
<td>CH 301</td>
<td></td>
</tr>
<tr>
<td>M 408C</td>
<td></td>
<td>M 408C</td>
<td></td>
</tr>
<tr>
<td>RHE 306</td>
<td></td>
<td>RHE 306</td>
<td></td>
</tr>
<tr>
<td>UGS 302 or 303</td>
<td></td>
<td>UGS 302 or 303</td>
<td></td>
</tr>
</tbody>
</table>

Second Year

<table>
<thead>
<tr>
<th>Term</th>
<th>Hours</th>
<th>Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Second</td>
<td>First</td>
<td>Second</td>
</tr>
<tr>
<td>PHY 303L</td>
<td></td>
<td>PHY 303L</td>
<td></td>
</tr>
<tr>
<td>PHY 103N</td>
<td></td>
<td>PHY 103N</td>
<td></td>
</tr>
<tr>
<td>E M 306</td>
<td></td>
<td>E M 306</td>
<td></td>
</tr>
</tbody>
</table>

Total Hours 107
Minor and Certificate Programs

Minor

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minor and Certificate Programs section of the Undergraduate Catalog.

Materials Science and Engineering Minor

The transcript-recognized undergraduate academic minor in materials science and engineering must be completed in conjunction with an undergraduate degree at The University of Texas at Austin in one of the following majors: chemistry, physics, aerospace engineering, electrical and computer engineering, or mechanical engineering; students pursuing an integrated undergraduate/graduate program must complete the requirements for the minor within one year after completing the undergraduate requirements of their program. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minor and Certificate Programs (p. 13) section of the Undergraduate Catalog. Details about the minor in Materials Science and Engineering are available at http://tmi.utexas.edu/academics/undergraduate-minor-materials-science-engineering/.

Admissions

To be considered for admission into the Minor Program for Materials Science and Engineering, students must meet the following requirements:

- The minor must be completed in conjunction with an undergraduate degree in one of the five supported majors of chemistry, physics, aerospace engineering, electrical and computer engineering, or mechanical engineering.
- Students must have completed Mathematics 408C, Mathematics 408D, Mathematics 427J, CH 301, Physics 303K and Physics 303L, or equivalent and all with a grade of C- or higher.
- Students who have completed 30 hours or more and have not taken more than 60 hours will be encouraged to apply online at the earliest possible date. Applications will be reviewed continuously throughout the year.

Requirements

The requirements for the minor in Materials Science and Engineering will consist of 15 credit hours towards the minor. All students will be required to take a three-credit hour, laboratory-based bridge course (E S 360). The remainder of the required courses required for the minor will consist of a sequence of courses that are specific to the major degree and which are detailed below.

If students are interested in additional coursework, they can see http://tmi.utexas.edu/academics/undergraduate-minor-materials-science-engineering/ for a complete list of courses that would serve as optional electives. Courses beyond 15 hours are not required for the completion of the minor.

Chemistry Majors

Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E S 360M</td>
<td>3</td>
</tr>
<tr>
<td>CH 353</td>
<td>3</td>
</tr>
<tr>
<td>PHY 355</td>
<td>3</td>
</tr>
<tr>
<td>CHE 355</td>
<td>3</td>
</tr>
<tr>
<td>M E 349</td>
<td>3</td>
</tr>
</tbody>
</table>

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

*An additional 3 hours of optional electives may be taken. For a complete list of courses available, please see http://tmi.utexas.edu/academics/undergraduate-minor-materials-science-engineering/.

Physics Majors

Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E S 360M</td>
<td>3</td>
</tr>
<tr>
<td>PHY 369</td>
<td>3</td>
</tr>
<tr>
<td>CH 367C or CH 367L</td>
<td>3</td>
</tr>
<tr>
<td>CH 354S</td>
<td>3</td>
</tr>
<tr>
<td>E E 334K</td>
<td>3</td>
</tr>
</tbody>
</table>

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

*An additional 3 hours of optional electives may be taken. For a complete list of courses available, please see http://tmi.utexas.edu/academics/undergraduate-minor-materials-science-engineering/.

Aerospace Engineering Majors

Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E S 360M</td>
<td>3</td>
</tr>
<tr>
<td>M E 310T</td>
<td>3</td>
</tr>
<tr>
<td>ASE 357</td>
<td>3</td>
</tr>
</tbody>
</table>

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Aerospace Materials Laboratory 3
M E 349 Corrosion Engineering 3
or M E 336 Materials Processing

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

Electrical Engineering Majors

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E S 360M Experiments in Materials Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>PHY 369 Thermodynamics and Statistical Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>E E 325 Electromagnetic Engineering</td>
<td>3</td>
</tr>
<tr>
<td>CH 354S Elements of Spectroscopy</td>
<td>3</td>
</tr>
<tr>
<td>or CH 367C Materials Chemistry</td>
<td></td>
</tr>
<tr>
<td>E E 334K Quantum Theory of Electronic Materials</td>
<td>3</td>
</tr>
</tbody>
</table>

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

*An additional 3 hours of optional electives may be taken. For a complete list of courses available, please see http://tmi.utexas.edu/academics/undergraduate-minor-materials-science-engineering/.

Mechanical Engineering Majors

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E S 360M Experiments in Materials Science and Engineering</td>
<td>3</td>
</tr>
<tr>
<td>M E 316T Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>PHY 355 Modern Physics and Thermodynamics</td>
<td>3</td>
</tr>
<tr>
<td>or PHY 375S Introductory Solid-State Physics</td>
<td></td>
</tr>
<tr>
<td>or PHY 369 Thermodynamics and Statistical Mechanics</td>
<td></td>
</tr>
<tr>
<td>or CH 353 Physical Chemistry I</td>
<td></td>
</tr>
<tr>
<td>M E 378K Mechanical Behavior of Materials</td>
<td>3</td>
</tr>
<tr>
<td>M E 349 Corrosion Engineering</td>
<td>3</td>
</tr>
<tr>
<td>or ASE 357 Mechanics of Composite Materials</td>
<td></td>
</tr>
</tbody>
</table>

All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.00 in these courses.

*An additional 3 hours of optional electives may be taken. For a complete list of courses available, please see http://tmi.utexas.edu/academics/undergraduate-minor-materials-science-engineering/.

Certificate Programs

National Academy of Engineering Grand Challenges Scholars Program Certificate

The National Academy of Engineering Grand Challenges Scholars Program (GCSP) certificate is designed to be complementary, not additive, to a student’s traditional academic path. The GCSP certificate provides students with the scholarship network and formal recognition from the National Academy of Engineering, while typically requiring only one course beyond their standard degree program.

The GCSP certificate program is designed to offer students from all majors and all years an introduction to the program through Engineering Studies 377, an array of university-wide course connections, and mentorship. GC Scholars choose between 18 and 24 hours of approved coursework from a broad range of offerings that align with the five key program components. The five key curriculum components include facing the 21st Century Engineering Grand Challenges with (1) entrepreneurship and (2) service-learning by (3) understanding global dimensions through (4) research and (5) interdisciplinary curriculum.

Each Scholar must choose at least one class that emphasizes each one of the components. Scholars will be advised on progress regularly by faculty affiliated with the program, and will present their work at an annual GCSP colloquium.

The certificate requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E S 377 Topics in Engineering (Topic 2: 21st Century Grand Challenges)</td>
<td>3</td>
</tr>
</tbody>
</table>

At least 18 hours of approved courses from GC Scholar Coursework Program Plan

Be a student of good standing
Complete courses, a research project, a community project, a comprehensive reflective report, and a final design, which are evaluated with aligned rubrics.

Computational Science and Engineering Certificate

The Cockrell School sponsors the transcript-recognized Certificate in Computational Science and Engineering along with the Jackson School of Geosciences, the College of Liberal Arts, and the College of Natural Sciences.

The foundations of science and engineering are under rapid, dramatic, and irreversible change brought on by the advent of the computer. Steady growth in computer capabilities, and enormous expansion in the scope and sophistication of computational modeling and simulation, have added computation as the third pillar of scientific discovery and have revolutionized engineering practice. Computational science and engineering can affect virtually every aspect of human existence, including the health, security, productivity, and competitiveness of nations.

The Computational Science and Engineering Certificate program is sponsored by the Cockrell School of Engineering, the Jackson School of Geosciences, the College of Liberal Arts, and the College of Natural Sciences; it is administered by the Oden Institute for Computational Engineering and Sciences. The program offers highly qualified upper-division students an opportunity for in-depth study and research in computational science and engineering, including computational and applied mathematics, numerical simulation, scientific computation, and visualization.

A student who completes the general requirements listed on Transcript-Recognized Programs and the specific requirements below receives recognition on his or her University transcript and a letter from the director of the Oden Institute that describes the program and the work completed. Along with supporting letters from supervising faculty and graduate mentors, these are valuable assets for students applying to graduate school and pursuing competitive job opportunities.

To apply for admission, students must have completed 60 semester hours of coursework, must have a grade point average of at least 3.00, and must have taken coursework in calculus.

Students must complete 18 semester hours of approved coursework with a grade of at least C- in each course. A student’s overall GPA in certificate courses must be 3.00 or greater.
The undergraduate Humanitarian Engineering Certificate provides students with the opportunity to develop expertise in designing and/or implementing projects or products for traditionally underserved populations, e.g., the physically or mentally challenged, low-income or rural communities, or communities experiencing humanitarian crises. The participants will develop not only technical knowledge but also an awareness of social, political, and/or economic circumstances that may be important to the development of engineering solutions for underserved populations.

The certificate consists of 18 hours. Students must receive a grade of at least C- in each course applied toward the certificate and have a cumulative grade point average of at least 3.0 in the courses presented to fulfill the certificate. The program faculty will manage the courses must be taken in the senior year.

The course requirements for the certificate are:

### Requirements | Hours
--- | ---
Three hours from the following: | 3
SOC 307N Sociology of Development | E S 277K & E S 277L
PHY 303L Engineering Physics II | Project Development with Underserved Communities
& PHY 103N and Laboratory for Physics 303L | and Project Design with Underserved Communities

Approved project design course such as M E 466K | 2
Approved independent study research project | 2
M E 120C Humanitarian Engineering Seminar | 1

### Three hours from the following: | 3
GRG 344K Global Food, Farming, and Hunger | ARE 323K Project Management and Economics
SOC 369K Population and Society | ARE 346N Building Environmental Systems
GRG 336 Contemporary Cultural Geography | BME 339 Biochemical Engineering
GRG 350K Geographies of Globalization | BME 342 Biomechanics of Human Movement
GRG 357 Medical Geography | BME 344 Biomechanics
SOC 321G Global Health Issues and Health Systems | BME 352 Engineering Biomaterials
CTI 323 Might and Right among Nations | BME 358 Medical Decision Making
PHL 325D Environmental Ethics and Philosophy | C E 341 Introduction to Environmental Engineering
PHL 325M Medicine, Ethics, and Society | C E 342 Water and Wastewater Treatment Engineering
ANS 361 Topics in Asian Studies (Topic 31: Global Markets and Local Cultures) | C E 364 Design of Wastewater and Water Treatment Facilities
HIS 366N Topics in History (Topic 18: Global History of Disease) | C E 369R Indoor Air Quality
ADV 324 Communicating Sustainability | C E 374K Hydrology
CMS 340K Communication and Social Change | CHE 339 Introduction to Biochemical Engineering

Humanitarian engineering project chosen from the following: | 4
E E 339S Solar Energy Conversion Devices | CHE 339T Cell and Tissue Engineering
E E 362R Renewable Energy and Power Systems | CHE 341 Design for Environment
E E 362S Development of a Solar-Powered Vehicle | CHE 342 Chemical Engineering Economics and Business Analysis
CHE 357 Technology and Its Impact on the Environment | C E 347K Hydrology

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1. To be supervised by a member of the computational science, engineering, and mathematics (CSEM) graduate program faculty. The research project is completed in a three-semester-hour research methods or individual instruction course, which the student should take during the senior year. The research project may include mentoring by Oden Institute postdoctoral fellows and CSEM graduate students as part of a vertical instructional research team.

With the approval of the certificate program’s faculty adviser, course substitutions may be made within the broad area of computational science and engineering.

Some courses on the approved course list may be restricted by the department offering the course. Please note that the CSE Certificate Program cannot ask the department to waive prerequisites or force the department to lift restrictions on their courses.

A list of approved courses is available at [https://www.oden.utexas.edu/programs/cse-certificate/](https://www.oden.utexas.edu/programs/cse-certificate/) and in the Oden Institute for Computational Engineering and Sciences, POB 4.110
1. For an approved list of courses, please see your adviser.
2. Approval for these options must be obtained in advance from the Committee for the Humanitarian Engineering Certificate.
3. Additional courses may be substituted for those listed upon approval by the adviser for Humanitarian Engineering.

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed at the school level: Engineering Studies (E S) and General Engineering (G E).

For courses offered by each department within the Cockrell School of Engineering, please see the corresponding department page in the following sections.

Department of Aerospace Engineering and Engineering Mechanics

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Aerospace Engineering and Engineering Mechanics: Aerospace Engineering (ASE), Computational Engineering (COE), and Engineering Mechanics (EM).

Department of Biomedical Engineering

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Biomedical Engineering: Biomedical Engineering (BME).

John J. McKetta Jr. Department of Chemical Engineering

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the John J. McKetta Jr. Department of Chemical Engineering: Chemical Engineering (CHE).

Department of Civil, Architectural, and Environmental Engineering

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Civil, Architectural, and Environmental Engineering: Architectural Engineering (ARE), Civil Engineering (C E), and Environmental Engineering (EVE).

Department of Electrical and Computer Engineering

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Electrical and Computer Engineering: Electrical Engineering (E E).

J. Mike Walker Department of Mechanical Engineering

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the J. Mike Walker Department of Mechanical Engineering: Mechanical Engineering (M E) and Operations Research and Industrial Engineering (ORI).

Hildebrand Department of Petroleum and Geosystems Engineering

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Hildebrand Department of Petroleum and Geosystems Engineering: Petroleum and Geosystems Engineering (PGE).
College of Fine Arts

Douglas Dempster, PhD, Dean
Andrew F. Dell’Antonio, PhD, Associate Dean for Undergraduate Studies
Roxanne Schroeder-Arce, MFA, Director of UTeach Fine Arts
http://www.finearts.utexas.edu

General Information

Mission
The College of Fine Arts was established by the state legislature in 1937; in the decades since then, the college has grown with The University to become a leading center for arts study. Both students and faculty members of the College of Fine Arts have regularly received national and international recognition for their achievements; such recognition indicates the degree of academic and artistic excellence to which the college is dedicated.

The College of Fine Arts strives to prepare students for the practice, study, criticism, and teaching of the arts; to lead in developing the arts through research and the creation of new works; and to provide performances and exhibitions that deepen the understanding of the arts, expand audiences, and develop a better quality of life in the University, community, state, and nation. The college prepares students and audiences for the coming decades by emphasizing cultural diversity and technological advancement and by exploring the interrelationships among all the arts.

Facilities
The Office of the Dean of the College of Fine Arts is located in the E. William Doty Fine Arts Building, at the corner of 23rd and Trinity streets. General inquiries about the college should be directed to this office. The mailing address is The University of Texas at Austin, Office of the Dean, College of Fine Arts, 2301 Trinity Street D1400, Austin TX, 78712.

Within the college are four academic units—the Department of Art and Art History, the School of Design and Creative Technologies, the Sarah and Ernest Butler School of Music, and the Department of Theatre and Dance. Inquiries about a particular unit should be directed to that unit.

The Visual Arts Center
The Visual Arts Center (VAC) is a 13,000 square foot gallery space located in the College of Fine Arts. We provide a platform for artists, curators, and educators to experiment, test ideas, and take risks. We aim to spark generative conversations about art and contemporary society through our exhibitions and public programs that take place throughout the academic year.

For more information on the VAC’s exhibitions and public programs, please visit http://www.utvac.org.

Texas Performing Arts
One of the nation’s largest campus-based performing arts organizations, Texas Performing Arts is the university’s primary performing arts presenter, an anchor for Austin’s arts community, and a major force in the region’s cultural landscape.

Texas Performing Arts offers hundreds of performances annually, from College of Fine Arts productions to international touring artists, and is the home of Broadway in Austin. Its venues range from the 244-seat Brockett Theater to the 2,900-seat Bass Concert Hall, and include state-of-the-art production shops for the creation of new work.

Every aspect of Texas Performing Arts is a professional learning laboratory for UT students, who receive $10 tickets, work side-by-side with professional staff and visiting artists, and connect with others through Hook’em Arts, a student-led arts advocacy group.

Computer Facilities
In addition to the computer facilities available to all students at the University, the College of Fine Arts maintains facilities with special hardware and software for its own undergraduate and graduate majors. These include central laboratories and media-enhanced classrooms in each of the four academic units, and extensive wireless Internet coverage throughout the college.

Because of the rapidly growing importance of computers in College of Fine Arts curricula, students are strongly encouraged to come to the University with their own computers. In some programs of study, laptops are required. Students should contact the area of academic interest for more information.

Fine Arts Library
Located on levels 3 and 5 of the E. William Doty Fine Arts Building, the Fine Arts Library supports research and instruction in the College of Fine Arts, including the Butler School of Music, the School of Design and Creative Technologies, and the Departments of Art and Art History and Theatre and Dance. The Fine Arts Library is also home to The Foundry, a makerspace for all members of the campus community, equipped with 3D printers, a laser cutter, a vinyl printer cutter, mills, high-end Macs for writing video games, a collaborative video station, a virtual reality space, and a recording studio. For more information, including hours and contact information, go to: https://www.lib.utexas.edu/about/locations/fine-arts.

Services include information and research assistance, instruction in getting the best from library databases including online and full-text journals, circulation, and course reserves (for checking out items). The Fine Arts Library offers computing hardware and software to support the study of the fine arts, a high-end scanner, as well as media equipment and digital cameras. Carrels can be assigned to students seeking a specific location. A full range of support is provided for The Foundry’s equipment. More details can be found here: https://www.lib.utexas.edu/ foundry.

The art collection includes materials on most art and design movements and schools, photography, and art education. Artists of most periods and nationalities and studies of their work are represented, as are most media and techniques. Art works on display include a large pre-Columbian pottery collection and modern prints. The Visual Resource Collection contains over 100,000 images from art, architecture, the performing arts, and fashion, and is accessible, with a UT EID, at https://guides.lib.utexas.edu/visualresources.

The music collection includes materials on performance, composition, history, ethnomusicology, music education, and music therapy. Most historical periods and geographical areas are covered in both classical and popular idioms, and while the emphasis is on the Western classical tradition, many other musics are represented. Tens of thousands of scores are available for both study and performance. A streaming audio service with access to over 10 million tracks is available, and students can stream movies, documentaries, and musical performances via the Library Catalog, at http://catalog.lib.utexas.edu/.

The theatre and dance collection includes materials on performance, especially play production, theatrical design, playwriting, theatre education, and dance. Materials on other types of theatrical presentations, such as magic, circuses, and pantomime, are also included. The Fine Arts Library holds texts of major plays written in...
English or translated into English, with contemporary plays collected most heavily. The Perry-Castañeda Library also holds texts of plays in English and other languages, with emphasis on plays as a literary form and on literary criticism.

Special collections include artist's books, zines, materials from the Austin Theatre Alliance—Paramount and State Theatres, and the Historical Music Recordings Collection, which includes over 300,000 items in older formats such as 78rpm and LP records, and open-reel tapes.

Financial Assistance Available through the College

Students in the College of Fine Arts are eligible for a variety of scholarships and awards. Most scholarship aid in the college is offered through the academic units (art and art history, design and creative technologies, music, and theatre and dance). For information about scholarship procedures and deadlines, the student should contact the academic unit of interest.

Student Services

Student Affairs

The Office of Student Affairs, a division of the Office of the Dean, offers a variety of student services, including academic advising, maintenance of student records, degree auditing, and other undergraduate student support services. Students should contact the Office of Student Affairs for answers to questions about degree requirements, graduation, or College of Fine Arts and University of Texas policies and regulations. This office is also a good source of referral for University-wide student support offices.

Academic Advising

Each academic unit in the college (art and art history, design and creative technologies, music, and theatre and dance) has at least one full-time staff adviser. Questions about advising policies and procedures should be directed to those offices. Senior academic advisers and Student Affairs personnel are also available to undergraduate students in the centralized Student Affairs Office.

A student enrolled in the College of Fine Arts is required to meet with a designated adviser before registering for any semester or summer session. The student's proposed schedule of classes must be approved by the adviser. Subsequent changes or corrections in the schedule must also have the adviser's approval.

Career Services

Career Advising

Fine Arts Career Services, a division of the Office of the Dean, helps fine arts majors explore career options, plan for careers, and develop strategies for seeking jobs upon graduation. More information is available at https://finearts.utexas.edu/careers. Career advising and planning services are also available from Texas Career Engagement and the School of Undergraduate Studies' Vick Center for Strategic Advising and Career Counseling.

The University makes no promise to secure employment for each graduate.

Education Career Services

Candidates for teacher certification in the College of Fine Arts are eligible for Education Career Services in the College of Education. Education Career Services assists students who are seeking positions in education-related occupations at the elementary school and secondary school level. Additional information is available on the Education Career Services website at https://education.utexas.edu/about/college-offices/career-services.

Student Organizations

In each of the units of the College of Fine Arts are various student organizations, including honor societies, professional associations, and service organizations. For information about current organizations and their eligibility requirements, contact the appropriate academic unit or the Office of the Dean of Students.

The Fine Arts Council is the official student organization of the college.

Study Abroad

The College of Fine Arts offers many opportunities for students to study abroad.

The College of Fine Arts offers arts instruction by University faculty members at the Santa Chiara Study Center in Castiglion Fiorentino, near Florence. Students take both studio art and art history courses and focus on the culture of central Italy through class time and numerous field trips to nearby cities. More information is available from the undergraduate advising office in the Department of Art and Art History.

Urban Art and Design: Mexico City is a fall semester program that focuses on Mexico City's contemporary art and design scenes. Mexico City is one of the most vibrant, welcoming, boisterous, dissonant and ultimately dazzling cities in the world. With nearly 9 million residents, it is one of the planet's great urban laboratories where social, artistic and ecological problems meet solutions every day. Mexico City is a global hub of art, architecture and communication full of creative people and big ideas.

Casa Herrera is a research, conference, and teaching facility located in the heart of Antigua, Guatemala, operated by the Department of Art and Art History. As an extension of the department's Mesoamerica Center, Casa Herrera focuses on the varied and inter-related disciplines that contribute to the study of Pre-Columbian art, archeology, history, and culture.

Admission and Registration

Admission

Admission and readmission of undergraduate students to the University is the responsibility of the executive director of admissions. Information about admission to the University is given in the General Information Catalog and online at https://admissions.utexas.edu/.

For information about College of Fine Arts programs and admissions requirements, prospective students may contact the director of recruitment and enrollment in Fine Arts or a specialized admissions coordinator in the Department of Art and Art History, the School of Design and Creative Technologies, the Butler School of Music, or the Department of Theatre and Dance.

In most cases, current students should consult the college's academic advisors for answers to questions about degree requirements and steps for internal transfer or simultaneous majors. As an exception to this protocol, current students interested in music should direct such inquiries to the Butler School of Music admissions coordinator.
Admission Policies of the College

To major in any field in the College of Fine Arts, a student must be admitted to the University. Most majors in the college are restricted majors that require the approval of faculty admissions committees within the college and special requirements for application.

Department of Art and Art History

To major in the Department of Art and Art History, a student must have the approval of the Art and Art History Admissions Committee. Some majors require a portfolio submission. Information about admission requirements, procedures, and deadlines is available from the undergraduate admissions office in the department or online at http://art.utexas.edu.

School of Design and Creative Technologies

Admission to programs in the School of Design and Creative Technologies requires the approval of the Design and Creative Technologies Admissions Committee. Some majors require a portfolio submission. Information about admission requirements, procedures, and deadlines is available from the undergraduate admissions office in the department or online at https://designcreativetech.utexas.edu/admissions/freshman-admissions.

Sarah and Ernest Butler School of Music

To major in music, a student must pass an audition conducted by the Butler School of Music. At the discretion of the school, a student who fails an audition may be allowed to reaudition at a later date. Information about audition requirements, procedures, dates, and deadlines is available from the undergraduate admissions office in the Butler School or online at https://music.utexas.edu/apply/undergraduate-admission.

Department of Theatre and Dance

Admission to programs in the Department of Theatre and Dance requires the approval of the Theatre and Dance Admissions Committee. Some majors require an audition, interview or portfolio submission. Information about admission requirements, procedures, and deadlines is available from the undergraduate admissions office in the department or online at http://theatredance.utexas.edu.

Transfer

Internal Transfer and Simultaneous Majors

A student may seek entrance to the College of Fine Arts via internal transfer from another division of the University or adding a simultaneous major in accordance with the procedures and policies given in the General Information Catalog. However, a student seeking admission to any department of the college must also satisfy the special admission requirements described above.

External Transfer

Students who begin study at another institution are encouraged to consult the director of recruitment and enrollment in the College of Fine Arts or the admissions coordinator for the respective department or school before applying to the University. Transfer applicants must also satisfy the special admissions requirements described above.

Transfer Credit Evaluation

Most credit accepted from another college or university is evaluated by the Office of Admissions to determine equivalent courses at The University of Texas at Austin. For some transferred courses, especially in the fine arts, credit is accepted but no specific University equivalency is assigned. If, for example, a student has completed 12 semester hours of transferable coursework in studio art at another institution, the Office of Admissions may accept the work only as 12 semester hours of unspecified credit in art. The same will often be true for courses in design, theatre and dance, and music.

Unspecified transfer credit outside the student's major is evaluated by the Office of the Dean, Student Affairs during the degree audit process described in the Degree Audit (p. 153) section. For unspecified transfer credit within the student's major, however, the student must seek a transfer evaluation from the designated advisor in art and art history, music, theatre and dance, or design and creative technologies. The advisor will identify courses in the major that are equivalent to University courses and forward his or her written recommendation to the Office of the Dean, Student Affairs.

Transfer credit in music performance may not be counted toward a degree in music until the student has completed additional music performance coursework at the University.

Registration

The General Information Catalog gives information about the University’s academic policies and procedures, including adding and dropping courses, withdrawal, pass/fail status, transfer from one division of the University to another, and auditing a course. The Course Schedule, published each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and General Information are published on the registrar's Web site, http://registrar.utexas.edu/.

Registration Approvals Required

Before registering for any semester or summer session, a student in the College of Fine Arts must obtain documented approval of the proposed schedule of classes from his or her designated advisor.

Course Prerequisites

The student must also meet the prerequisite for each course in which he or she enrolls. Prerequisites are given in the relevant catalog section and often appear in the Course Schedule. A student who registers for or adds a class without having met the prerequisite may be dropped from the class.

Fine Arts Registration Requirements

In addition to individual course prerequisites, there are special registration requirements for certain courses and areas of study in the College of Fine Arts.

Sarah and Ernest Butler School of Music

1. A student with transferred college credit in music theory must take a diagnostic examination in music theory. The results of the examination determine the level of music theory for which the student is advised to register.

2. Before beginning upper-division coursework in the major instrument, students majoring in music performance (including those pursuing the pedagogy option) must pass a full faculty jury examination in the major instrument and must be admitted to upper-division standing in that instrument.

3. Before beginning upper-division coursework in the major area, a student majoring in composition or music studies must obtain the approval of a designated committee composed of faculty members from that major.

4. Fulfillment of the music performance requirement signifies the attainment of a given level of artistic performance, rather than the completion of a specific number of semester hours of credit. At the discretion of the faculty, a student may be required to repeat any...
course in music performance; in such a case, the course may be repeated for credit. No music performance requirement is fulfilled unless approval of the faculty has been obtained.

5. A student who receives a grade lower than a C- in any music performance course may not register for that course during the next semester or summer session until the requests of other students for such work have been met.

6. A student in a degree other than music studies or the Bachelor of Arts in Music degree, whose degree plan requires a piano proficiency of Music 210K, must continue with group piano classes in consecutive semesters until the requirement is fulfilled. The student may not enroll in private instruction until the Music 210K proficiency has been completed. A student in music studies, whose degree plan requires piano proficiency demonstrated in Music 201F (Piano for Teachers), must successfully complete Music 201F before being admitted to upper-division coursework in music studies. Students in the Bachelor of Arts in Music degree program must successfully complete the piano proficiency of Music 201N.

**Department of Theatre and Dance**

A student must enroll in an appropriate production or performance laboratory course, under the supervision of a Department of Theatre and Dance faculty member, in any semester he or she wishes to participate in a production sponsored by the department. A student majoring in the Department of Theatre and Dance must consult his or her advisor to determine the appropriate course. Nonmajors who wish to enroll in production or performance laboratory courses must consult the undergraduate advising office of the department.

**Academic Policies and Procedures**

**Academic Standards**

**Class Attendance and Absences**

Regular and punctual attendance is required at all classes, laboratories, practice hours, and other activities for which the student is registered.

Absences from scheduled practice hours, rehearsals, and laboratories will be excused only for serious and substantiated reasons, and the final grade in the course may be lowered for unexcused absence. Absence from a theatre, dance, or music rehearsal, crew meeting, or performance may be deemed sufficient reason for giving the student a grade of F for the semester’s work in the course concerned.

If an instructor indicates that a student has fallen below a passing grade in a course because of excessive absences, the dean, upon written recommendation of the instructor, may drop the student from that course and assign a grade of F for the semester.

**Special Regulations of the College**

**Personal Computing Devices**

Undergraduate majors in the Department of Art and Art History and the School of Design and Creative Technologies must provide their own portable computing devices and software suitable for use in the classroom and for completing course assignments. Information about specific technical requirements is available from the departmental undergraduate advising office.

**Studio Courses**

Students retain copyright to all two-dimensional, three-dimensional, time-based, and electronic artwork created in the Department of Art and Art History; they grant a nonexclusive license to exhibit, display, reproduce, perform, or adapt these works at the discretion of the faculty. Works left in any departmental facility at the end of any semester or summer session may be removed or destroyed at the discretion of the faculty.

**Design and Arts and Entertainment Technologies Courses**

Students retain copyright to all two-dimensional, three-dimensional, time-based, digital, and electronic artwork created in the School of Design and Creative Technologies; they grant a nonexclusive license to exhibit, display, reproduce, or adapt these works at the discretion of the faculty. Works left in any departmental facility at the end of any semester or summer session may be removed or destroyed at the discretion of the faculty.

**Music Performances**

A student majoring in the Butler School of Music must consult his or her faculty advisor before participating in any public performance.

**Honors**

**University Honors**

The designation University Honors, awarded at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered. Criteria for University Honors are given in the General Information Catalog.

**Graduation with University Honors**

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors. Criteria for graduation with University Honors are given in the General Information Catalog.

**Special Honors in Art History**

The Honors Program in Art History gives outstanding art history majors an opportunity to undertake an advanced research and writing project under the supervision of a faculty member. The notation “Special Honors in Art History” appears on the transcript of each graduate who completes the program.

**Admission to the Program**

The honors program is available to qualified art history majors pursuing the degree of Bachelor of Arts. At the beginning of the senior year (or second semester of the junior year), an interested art history major should apply to the honors advisor for admission to the program. The criteria for admission are:

1. Completion of at least 90 semester hours of college credit.
2. A university grade point average of at least 3.00.
3. A grade point average of at least 3.50 in all art history courses attempted, both at the University and elsewhere.
4. Completion of at least 15 semester hours in art history. If the hours in art history were not earned at the University, admission is at the discretion of the honors advisor.
5. Approval of the honors advisor, who is responsible for maintaining the high standards for admission to and completion of the program.

**Graduation with Special Honors in Art History**

To complete the program, students must meet the following requirements by the end of the semester in which they graduate.
1. Graduation as an art history major.
2. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree.
3. A university grade point average of at least 3.00.
4. A grade point average of at least 3.50 in all art history courses taken at the University.
5. Completion of Art History 375 with a grade of at least B.
6. Approval of the honors advisor.
7. Completion of Art History 379H with a grade of A. This conference course, in which the student researches and writes a thesis, may not be counted toward the minimum number of hours of art history required for the degree.
To enroll in Art History 379H, the student must have the consent of the honors advisor. Consent is based on a written prospectus for the student's honors thesis and notification of support from the art history faculty member who will supervise the thesis. The prospectus and the notification of support must be submitted to the honors advisor by the end of the semester preceding the semester in which the student plans to take Art History 379H.

The student may develop the honors project and prepare the prospectus either in Art History 376 or in another art history course:

a. With the approval of the honors advisor, the student must complete the independent study course Art History 376 with an art history faculty member who agrees to supervise the student's work. Art History 376 may be counted toward the degree as elective art history credit. The student must earn a grade of at least B in order to progress to Art History 379H.

b. The student may also base the prospectus on a project undertaken in another art history course in which he or she earned a grade of at least B.

8. Submission of a departmental honors degree audit application to the Office of the Dean of the College of Fine Arts. This degree audit application may be submitted when the student is admitted to the honors program; it must be on file when the student applies for graduation. Failure to meet this requirement will preclude graduation with special honors in art history.

Special Honors in Arts and Entertainment Technologies

The Honors Program in Arts and Entertainment Technologies gives outstanding arts and entertainment technologies students an opportunity to undertake an advanced research and writing project under the supervision of a faculty member. The notation "Special Honors in Arts and Entertainment Technologies" appears on the transcript of each graduate who completes the program.

Admission to the Program

The honors program is available to qualified students pursuing the degree of Bachelor of Science in Arts and Entertainment Technologies. At the beginning of the junior year, an interested arts and entertainment technologies student should apply to the honors advisor for admission to the program. The criteria for admission are

1. Completion of at least 60 semester hours of college credit.
2. A university grade point average of at least 3.50.
3. Completion of AET 304 with a grade of at least A-.
4. Completion of Arts and Entertainment Technologies 310 with a grade of at least A-.

5. Approval of the honors advisor who is responsible for maintaining the high standards for admission to and completion of the program.

Graduation with Special Honors in Arts and Entertainment Technologies

To complete the program, students must meet the following requirements by the end of the semester in which they graduate.

1. Graduation from the arts and entertainment technologies program.
2. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree.
3. A university grade point average of at least 3.50.
4. A grade point average of at least 3.60 in all arts and entertainment technologies courses taken at the University.
5. Completion of Arts and Entertainment Technologies 170, Research Methods Proseminar.
6. Approval of the honors advisor or a designate.
7. Completion of Arts and Entertainment Technologies 378H, Honors Senior Thesis with a grade of A. This conference course, in which the student researches and produces a thesis, may not be counted toward the minimum number of hours of AET required for the degree.
8. Completion of one of the following courses with a grade of A:
   a. Arts and Entertainment Technologies 372
   b. Arts and Entertainment Technologies 373
   c. Arts and Entertainment Technologies 376
   d. Arts and Entertainment Technologies 377
   e. Arts and Entertainment Technologies 379

9. Submission of a departmental honors degree audit application to the Office of the Dean of the College of Fine Arts. This degree audit application may be submitted when the student is admitted to the honors program; it must be on file when the student applies for graduation. Failure to meet this requirement will preclude graduation with special honors in arts and entertainment technologies.

Special Honors in Theatre and Dance

The Honors Program in Theatre and Dance gives outstanding theatre and dance majors an opportunity to undertake an advanced research and writing project under the supervision of a faculty member. The notation 'Special Honors in Theatre and Dance' appears on the transcript of each graduate who completes the program.

Admission to the Program

The honors program is available to qualified theatre and dance majors pursuing the degree of Bachelor of Arts in Theatre and Dance. At the beginning of the junior year, an interested theatre and dance major should apply to the honors advisor for admission to the program. The criteria for admission are

1. Completion of at least 60 semester hours of college credit.
2. A university grade point average of at least 3.30.
3. A grade point average of at least 3.60 in all theatre and dance courses attempted in residence.
4. Completion of at least 15 semester hours in theatre and dance. If courses attempted in residence.
5. Approval of the head of the Theatre and Dance Honors program or a designate, who is responsible for maintaining the high standards for admission to and completion of the program.
Graduation with Special Honors in Theatre and Dance

To complete the program, students must meet the following requirements by the end of the semester in which they graduate.

1. Graduation as a theatre and dance major.
2. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree.
3. A university grade point average of at least 3.30.
4. Completion of Theatre and Dance 375H with a grade of at least B.
5. Approval of the head of the Theatre and Dance Honors program or a designate.
6. Completion of Theatre and Dance 379H with a grade of A. This is a conference course, in which the student researches and produces a thesis. To enroll in Theatre and Dance 379H, the student must have the consent of the head of the Theatre and Dance Honors program or a designate. Consent is based on a written prospectus for the student’s honors thesis and a letter of support from the theatre and dance faculty member who will supervise the thesis. The prospectus and the letter of support must be submitted to the head of the Theatre and Dance Honors program or designate by the end of the semester preceding the semester in which the student plans to take Theatre and Dance 379H. The student may develop the honors project and prepare the prospectus either in Theatre and Dance 376H or in another theatre and dance course:
   a. With the approval of the head of the Theatre and Dance Honors program or a designate, the student must complete the independent study course Theatre and Dance 376H with a theatre and dance faculty member who agrees to supervise the student’s work. Theatre and Dance 376H may be counted toward the degree as elective theatre and dance credit. The student must earn a grade of at least B in order to progress to Theatre and Dance 379H.
   b. The student may also base the prospectus on a project undertaken in another theatre and dance course in which he or she earned a grade of at least B.
7. Submission of a departmental honors degree audit application to the Office of the Dean of the College of Fine Arts. This degree audit application may be submitted when the student is admitted to the honors program; it must be on file when the student applies for graduation. Failure to meet this requirement will preclude graduation with special honors in theatre and dance.

Recognition in Music Performance

This recognition is offered to encourage undergraduate music students who are not music performance majors to pursue the intensive study of their instrument beyond the minimum requirements for their degree.

Eligibility

To apply for a Recognition in Music Performance, a student must be enrolled as an undergraduate music major pursuing the Bachelor of Music degree or the Bachelor of Arts in Music degree. He or she must be enrolled in principal instrument course 260.

Procedure

A student who meets the eligibility criteria must submit a petition to the appropriate music performance jury for permission to audition before the Butler School of Music faculty—that is, to perform at a full faculty jury examination. This petition may be submitted during any semester in which the student is enrolled in principal instrument course 260. Ordinarily, the student may not audition for the full faculty jury examination before the conclusion of his or her second semester of principal instrument course 260. If the petition is approved, the student may audition at a full faculty jury examination.

If the student obtains approval at the full faculty jury examination, then he or she must present a recognition recital during the following academic year. The student must also enroll in Music 420R rather than principal instrument course 260 for the semester in which the recognition recital is to be given. A recognition recital must be equivalent to the junior recital required of a performance major and must offer a repertoire equivalent to that of an upper-division performance major. The recital is heard by the faculty of the student’s principal instrument, who vote to approve or disapprove the granting of Recognition in Music Performance. If approval is given by the division faculty, the recognition is issued by the Butler School and signed by both the student’s music performance instructor and the director of the school.

Graduation

Special Requirements of the College

All students must fulfill the general requirements (p. 19) for graduation. Students in the College of Fine Arts must also fulfill the following requirements.

Residence

See the University-wide general requirements (p. 19) on coursework to be taken in residence. Unless an exception is approved by the adviser and the dean, a student in the College of Fine Arts must also complete in residence the last 18 semester hours in the major subject that are counted toward the degree.

Grade Point Average

All University students must have a grade point average of at least 2.00 to graduate. In addition, students in the following majors must meet special grade point requirements.

Studio Art

A student majoring in studio art must have a grade point average of at least 2.50 for all upper-division studio art courses taken in residence at the University.

Art History

A student majoring in art history must have a grade point average of at least 2.50 for all upper-division art history courses taken in residence at the University.

Design

A student majoring in design must maintain a cumulative grade point average of at least 2.50 for all upper-division design courses taken in residence at the University.

Bachelor of Arts in Music

A student pursuing the Bachelor of Arts in Music must have a grade point average of at least 2.50 in all upper-division courses in the Butler School of Music (excluding ensemble) taken in residence at the University.

Bachelor of Arts in Theatre and Dance

A student pursuing the Bachelor of Arts in Theatre and Dance must have a grade point average of at least 2.50 in all upper-division courses in the Department of Theatre and Dance.
Butler School of Music Special Requirements

Ensemble Requirement

Ensembles that may be used to fulfill the following requirements are designated by the Butler School. For information, the student should contact the undergraduate advising office of the school. With the approval of the designated adviser, a student may enroll in more than one ensemble in a semester, but no more than one ensemble a semester may be used to fulfill this requirement.

Bachelor of Music

Students seeking the Bachelor of Music other than music studies must complete in residence at least eight long-session semesters of approved ensemble. Transfer students must complete an approved ensemble each long-session semester in residence until they have met the ensemble requirement or until they graduate, whichever comes first. A transfer student may count toward this requirement two semesters of transferred ensemble approved by the Butler School.

Students majoring in music studies must complete in residence at least six long-session semesters of approved ensemble.

Bachelor of Arts in Music

Students seeking this degree must complete in residence at least four long-session semesters of ensemble approved by the Butler School. Transfer students must complete an approved ensemble each long-session semester in residence until they have completed four semesters of ensemble or until they graduate, whichever comes first. A transfer student may count toward this requirement one semester of transferred ensemble approved by the Butler School.

Recital Requirement for Music Studies Majors

Before the end of his or her last semester of study on the principal instrument, a music studies major must present either the recital required for Recognition in Music Performance (p. 150) or a community performance approved by the music studies faculty and the student’s instructor in the principal instrument.

Degree Audit

Official degree audits are reviewed by the Office of Student Affairs for students with a major in the College of Fine Arts. If a student changes his or her catalog, principle instrument, major, or any degree option that affects the requirements of his or her degree program, a new official degree audit will be generated and reviewed.

The official degree audit provides an accurate statement of the requirements, but the student is responsible for meeting all deadlines, knowing the requirements, and registering for courses that fulfill all the requirements for the degree as stated in a catalog under which he or she is entitled to graduate. Before registering, the student should seek an official ruling from the Office of Student Affairs if in doubt about any requirement.

Applying for Graduation

In the semester or summer session in which the degree is to be conferred, the candidate must be registered at the University and must file a graduation application form with the Office of Student Affairs. This should be done at the beginning of the semester in which the student intends to graduate; it must be done by the deadline to apply for an undergraduate degree, which is given in the official academic calendar. No degree will be conferred unless the graduation application form has been filed on time.

An official degree audit must be on file when the student submits the graduation application. Because the application process includes a review of all remaining degree requirements, candidates for graduation are encouraged to apply as early in the semester as possible. A student who applies for graduation but does not receive the degree must submit a new application in the semester he or she subsequently intends to graduate.

The student must be registered at the University for the semester or summer session in which the degree is to be granted. This requirement may be fulfilled by registering for courses in residence or by registering in absentia. For information about registration in absentia, the student should consult the Office of Student Affairs during the semester in which he or she intends to graduate.

Credit received by examination, correspondence, or transfer does not fulfill the residence requirement. Students planning to receive credit by any of these means must consult the Office of Student Affairs before the semester in which they intend to graduate for a ruling about whether the credit may be applied toward the degree and for information about the procedures and deadlines involving credit by examination, correspondence, and transfer.

No degree will be conferred unless all requirements have been fulfilled and all deadlines met.

Degrees and Programs

Degrees Offered

The College of Fine Arts offers a wide variety of degree programs. For undergraduate students who seek professional training in the arts or who feel the need for intensive training in their chosen art, the college offers the degrees of Bachelor of Fine Arts, Bachelor of Music, and Bachelor of Science in Arts and Entertainment Technologies. These degrees require that approximately two-thirds of the coursework be completed in the major area.

The student who wants a broad education with an emphasis in the arts may pursue the degree of Bachelor of Arts, Bachelor of Arts in Music, or Bachelor of Arts in Theatre and Dance. These degrees require that approximately a third of the coursework be completed in the major area.

Department of Art and Art History

The Department of Art and Art History offers academic programs in art education, art history, and studio art.

Art Education

Art educators believe art is an essential component of a comprehensive education. The art education program prepares students to serve as teaching artists in schools and community settings. Comprehensive coursework ranges from grounding in the field (its philosophical, historical and social contexts), current art education trends (visual/material culture art education, social justice art education, multicultural art education, discipline-based art education), content knowledge (age appropriate art making skills, art criticism, aesthetics, educational philosophy, educational technology, ethical decision making) and pedagogical strategies (curriculum writing, teaching strategies, standards and evaluation). Field observations and practical classroom teaching in community and school environments are required of all students in the program. Coursework meets state requirements for teacher certification in all-level art (early childhood through grade 12).
Art History
Art history is a discipline that works to deepen and expand our understanding of art and visual expression from a variety of perspectives, from an initial context of making and reception to an ensuing circulation, including collection and display. Students in art history become proficient in visual and cultural analyses, core components of critical thinking and writing, as well as historical interpretation. The art history program is among the nation’s largest and most distinguished, with over 20 full-time faculty who are leading scholars in their respective fields and represent a diversity of critical and methodological outlooks. Our objects of inquiry include all media, historical periods, and geographical areas: from sculpture to digital art, from pre-history to the present, and from every part of the world.

Studio Art
The purpose of the studio art program is to transmit a professional, solid foundation of skills in a wide range of studio practices by providing students with experiences in historical and theoretical models along with a vocabulary to understand and engage in critical discourses of art. Studio instruction encompasses drawing and painting (contemporary and historical practices), photography and media (black/white darkroom, digital, still and moving image), print (intaglio, lithography, serigraphy), sculpture and extended media (casting, hot and cold fabrication, digital fabrication, installation), and transmedia (digital-time art, video art, performance art). Through an exploration of the ideas and forms at the leading edge of knowledge, our students develop the capacity for experimentation and invention, the creation of new forms of studio art.

The University’s extensive resources for art research include the Fine Arts Library, the Blanton Museum of Art, the Perry-Castañeda Library, and specialized collections such as the Harry Ransom Center, the Classics Library, the Architecture and Planning Library, the Benson Latin American Collection, Landmarks, and the University Co-op Materials Lab.

Programs of study
Programs of study leading to the following undergraduate degrees are offered in the Department of Art and Art History:

- Bachelor of Arts
  - Art history
  - Studio art

- Bachelor of Fine Arts
  - Studio art
  - Art education
    - Students who plan to pursue certification to teach art in Texas public schools should follow the art education (AED) program.

School of Design and Creative Technologies
The School of Design and Creative Technologies offers academic programs in design and arts and entertainment technologies.

Design
The undergraduate design program empowers students with a rich, multi-faceted educational experience that poises graduates for careers in the design professions or an entrepreneurial endeavor. Design is about solving a problem and creating new processes, products, and services for people. It is human-centered; the end-user’s needs, wants, and limitations are explored at all stages within the design process and development lifecycle.

Students enjoy the extensive offerings of one of the world’s great public universities, while receiving individualized instruction from expert, passionate faculty and local industry professionals in small cohorts of approximately 20 students. Students immerse themselves in various aspects of design and learn to create graphics, objects, interactions, systems, and services.

Arts and Entertainment Technologies
Arts and Entertainment Technologies is focused on professional practice in immersive media, experience design, and interactive systems. Faculty noted for their professional excellence and experience teach a diverse set of courses in design and technology. Students work with faculty and each other to produce state-of-the-art content in an interdisciplinary academic setting aligned with the missions of both the College of Fine Arts and The University of Texas.

Coursework is centered around design methods, coding, game development, real-time graphics, sound design, simulation, collaboration, emerging technology, storytelling, and interconnected modes of production and distribution. Through this curriculum, students are prepared for careers in the fields of real-time technology, mixed reality, and immersive media which are powering new forms of design, education, and business.

Programs of study
Programs of study leading to the following undergraduate degrees are offered in the School of Design and Creative Technologies:

- Bachelor of Arts
  - Design

- Bachelor of Fine Arts
  - Design

- Bachelor of Science in Arts and Entertainment Technologies
  - Arts and entertainment technologies

Sarah and Ernest Butler School of Music
Through professional education of the highest caliber, the Butler School of Music prepares students for productive careers as performers, teachers, composers, and scholars, and for satisfying lives as informed and responsible members of a democratic society. In accordance with the University’s mission, the School also seeks to extend the boundaries of knowledge and human experience through research and the creation of new music.

Housed in two connected buildings, the physical facilities of the Butler School include performance spaces in the 700-seat Bates Recital Hall with its world-renowned Visser-Rowland pipe organ, Jessen Auditorium, the Recital Studio, and McCullough Theatre. For special events, the school collaborates with Texas Performing Arts for performances in Bass Concert Hall. Other facilities include well-equipped classrooms and faculty studios/offices, multiple large and small rehearsal halls, electronic music studios, recording studios, 130 practice rooms and modules (including dedicated rooms for organ, harp, and percussion), a technology lab, chamber music rooms, two digital keyboard labs, and 250 well-maintained pianos. Also available to music students are libraries including manuscripts, rare editions, and performance collections; a Medieval and Renaissance instrument collection; a Javanese gamelan, and a Music Learning Laboratory.

Programs of study
Programs of study leading to the following undergraduate degrees are offered in the Butler School of Music:

- Bachelor of Arts in Music
  - Emphasis in Music
  - Emphasis in Composition
  - Bachelor of Music
the published regulations of the association.

entrance and for graduation given in this catalog are in accordance with

The University of Texas at Austin is an institutional member of the

The College of Fine Arts offers courses in several areas of music. The undergraduate courses available in music performance, music literature, music studies, and music theory are listed below and with complete descriptions in the General Information Catalog.

Areas of Study
The College of Fine Arts offers courses in several areas of music. The undergraduate courses available in music performance, music literature, music studies, and music theory are listed below and with complete descriptions in the General Information Catalog.

Music Performance
Before the first semester or summer session in which they will be enrolled, new and transfer students must file an Application for Instruction in Music Performance. The card indicates the faculty member to whom the student has been assigned.

All students enrolled in a music performance course must fill out a Music Performance and Jury Report at the end of each semester or summer session for each course taken.

Students who receive a grade below C- in any music performance course may not register for that course the next semester until the requests of other students for such work have been met.

Some of the following courses may be repeated for credit on the recommendation of the appropriate music performance jury.

Music 201J, Beginning Class Piano for Nonmusic Majors
Music 201K, Second-Semester Class Piano for Nonmusic Majors
Music 201M, Beginning Music Performance: Class Piano
Music 201N, Beginning Music Performance: Second-Semester Class Piano
Music 201S, Beginning Music Performance: Class Harp
Music 201T, Beginning Music Performance: Second-Semester Class Harp
Music 210J, Beginning Instruction in Music Performance: Third-Semester Class Piano
Music 210K, Beginning Instruction in Music Performance: Fourth-Semester Class Piano
Music 111E, English Diction and Phonetic Translation
Music 311F, French for Musicians
Music 311G, German for Musicians
Music 311J, Italian for Musicians
Music 115T, Lower-Division Reed Making
Music 420J, Junior Jazz Recital
Music 420R, Junior Recital
Music 222J, Instrumental Conducting
Music 222K, Instrumental Conducting

Music Literature
Music 302L, An Introduction to Western Music
Music 302P, Introductory Topics in Western Music
Music 303M, Introduction to Music in World Cultures
Music 303N, Introduction to Popular Music in World Cultures
Music 303P, Topics in Music of World Cultures
MUS 307,
Music 313M, History of Music I
Music 313N, History of Music II
Music 330L, History of Music III
Music 334, The Music of the Americas
Music 337, Music and Film Sound
Music 338, Masterpieces of Music
Music 342, Area Studies in Ethnomusicology
Music 343J, History of Jazz
Music 376G, Special Topics in Music Literature
Music 379K, Advanced Topics in Music Literature

Music Studies
Music 115D, String Instrument Fundamentals
Music 115E, Brass Instrument Fundamentals
Music 115F, Woodwind Instrument Fundamentals
Music 115G, Guitar Fundamentals
Music 354, Musical Development of Children
Music 354C, Children’s Music Literature and Performance I
Music 354D, Children’s Music Literature and Performance II
Music 354F, Music Performance, Listening, and Appreciation
Music 155C, Techniques of Percussion Performance
Music 255D, Techniques of String Performance
Music 255E, Techniques of Brass Performance
Music 255F, Techniques of Woodwind Performance
Music 255M, Marching Band Techniques
Music 255V, Techniques of Vocal Performance
Music 356G, Choral Ensemble Literature and Performance
Music 356J, Instrumental Ensemble Literature and Performance
Music 176M, Special Topics in Music Studies

Music Theory
MUS 605,
Music 411, Ear Training and Sight-Singing
Music 612, Structure of Tonal Music
Music 214C, Beginning Composition
Music 218J, Beginning Jazz Improvisation
Music 321J, Twentieth-Century Musical Analysis
Courses
Registration with a member of the department faculty is required of students planning to major in the Department of Theatre and Dance and of those enrolling in courses that require faculty permission.

All students majoring in the department are required to act in productions or to serve on technical crews as scheduled by the faculty of the department.

Applicability of Certain Courses

Physical Activity Courses
Physical activity courses (PED) are offered by the Department of Kinesiology and Health Education. A limited number of these courses may be counted as electives toward degrees in the College of Fine Arts, but only at the discretion of the dean. All physical activity courses are counted among courses for which the student is enrolled, and the grades are included in the grade point average. For further information, contact the Office of Student Affairs.

Bible Courses

Bible courses may be counted as lower-division electives in College of Fine Arts degree programs that have room for such electives. No more than 12 semester hours of such work may be counted toward any degree offered by the University.

Courses Taken on the Pass/Fail Basis

Regulations concerning courses taken on the pass/fail basis are given in General Information. For most degree programs in the College of Fine Arts, a very limited and restricted amount of coursework may be taken on the pass/fail basis. To be assured that a course taken on this basis will apply to the degree, the student must consult the Office of Student Affairs before enrolling in the course.

Credit by Examination, Correspondence, and Transfer

Credit that a student in residence earns by examination, correspondence, or extension will not be counted toward a degree in the College of Fine Arts unless specifically approved in advance by the dean.

Credit that the student earns at another institution while enrolled in residence at the University also will not be counted toward a degree in the college unless approved in advance by the dean.

A student planning to take coursework at another institution while not enrolled in residence at the University should also seek a ruling from the Office of Student Affairs as to whether the credit may be applied toward a degree and for information about procedures and deadlines. This ruling should be obtained before registering for the coursework.

No more than 10 percent of the semester hours required for any degree offered in the College of Fine Arts may be completed by correspondence.

UTeach-Fine Arts Teacher Certification

To be recommended for a certificate to teach in Texas public schools, an undergraduate or graduate student must complete a University of Texas at Austin approved program for teacher preparation (p. 16). The University maintains approved programs for visual arts, theatre arts, dance, and music. Students interested in one of these teaching areas ordinarily pursue the degree program in fine arts education: art education (p. 157), theatre (p. 157) education (p. 157), dance (p. 157), or music studies (p. 160). Students seeking teacher certification must be approved by the College of Education for the Professional Development
Sequence (PDS) and must complete additional state exams and fingerprinting requirements. See State Board for Educator Certification (SBEC) at http://www.tea.texas.gov for details. Field observations and practical classroom teaching in community and school environments are required of all students in the program. Coursework meets the state requirements for teacher certification in all-level (early childhood through grade 12) art, music, or theatre and in secondary (grades six through 12) dance.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

Professional Development Sequence

For those seeking certification for art education, all-level:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 331S School Organization and Classroom Management in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDC 332S Designs for Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDC 370S Secondary School Subjects</td>
<td>3</td>
</tr>
<tr>
<td>EDC 951W All Level Teaching Practicum (Topic 2)</td>
<td>9</td>
</tr>
<tr>
<td>ALD 322 Individual Differences</td>
<td>3</td>
</tr>
</tbody>
</table>

Three credit hours in human development chosen from the following:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HDF 313 Child Development</td>
<td>3</td>
</tr>
<tr>
<td>&amp; HDF 113L Child Development Laboratory</td>
<td></td>
</tr>
<tr>
<td>EDP 350G Adolescent Development</td>
<td></td>
</tr>
</tbody>
</table>

For those seeking certification for theatre education, all-level:

<table>
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<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 331S School Organization and Classroom Management in Secondary Schools</td>
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<tr>
<td>EDC 332S Designs for Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDC 370S Secondary School Subjects</td>
<td>3</td>
</tr>
<tr>
<td>EDC 951W All Level Teaching Practicum (Topic 1)</td>
<td>9</td>
</tr>
<tr>
<td>ALD 322 Individual Differences</td>
<td>3</td>
</tr>
</tbody>
</table>

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<td></td>
</tr>
<tr>
<td>EDP 350G Adolescent Development</td>
<td></td>
</tr>
</tbody>
</table>

For those seeking certification for dance education, secondary:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 331S School Organization and Classroom Management in Secondary Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDC 332S Designs for Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDC 370S Secondary School Subjects</td>
<td>3</td>
</tr>
<tr>
<td>EDC 951W All Level Teaching Practicum (Topic 3)</td>
<td>9</td>
</tr>
<tr>
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<td>3</td>
</tr>
</tbody>
</table>

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</tr>
<tr>
<td>EDP 350G Adolescent Development</td>
<td></td>
</tr>
</tbody>
</table>

For those seeking certification for music studies, all-level:

<table>
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<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
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<tr>
<td>EDC 332S Designs for Instruction</td>
<td>3</td>
</tr>
<tr>
<td>EDC 370S Secondary School Subjects</td>
<td>3</td>
</tr>
<tr>
<td>EDC 951W All Level Teaching Practicum (Topic 4)</td>
<td>9</td>
</tr>
<tr>
<td>MUS 354C Children's Music Literature and Performance I</td>
<td>3</td>
</tr>
</tbody>
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Three credit hours in human development chosen from the following:

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</tr>
</tbody>
</table>

Bachelor of Fine Arts

Core Curriculum

All students must complete the University’s Core Curriculum (p. 23). In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: two flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic advisor.

Studio Art Major

Major Requirements

1. Studio art: 60 semester hours, consisting of
   a. Studio Art 311C, 312C, 313C, and 314C
   b. Twelve semester hours of lower-division Studio Art courses, consisting of three hours from four of the following five areas:
      i. Transmedia
      ii. Photography
      iii. Print
      iv. Painting and drawing
      v. Sculpture
   c. Thirty-three additional semester hours of studio art, of which at least 21 hours must be upper-division
   d. Studio Art 350P
   2. Art history: 12 semester hours, consisting of
a. ARH 302 and ARH 303
b. Six semester hours of upper-division coursework in art history, three semester hours of which may also be counted toward the visual and performing arts requirement of the core curriculum

**Electives**

Six semester hours chosen from courses either within or outside the Department of Art and Art History. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

**Total Minimum Requirements**

For the BFA with a major in art: 120 semester hours as outlined above.

**Design Major**

**Major Requirements**

1. Design courses: 38 semester hours, consisting of
   a. DES 304, DES 305, and DES 306
   b. DES 309
c. Design 360
d. Design 374 with a grade of at least C-
e. Design 375 with a grade of at least C-
f. Seventeen additional semester hours of upper-division courses in design. Design 336 and 337 may not be counted.

2. Supportive courses in design, related technologies, and the visual arts: 15 semester hours of approved supportive courses in Design (DES) or related fields. The School of Design and Creative Technologies’ advising office maintains a list of pre-approved supportive courses.

3. Art/design history/theory/criticism courses: 12 semester hours consisting of
   a. ARH 303
   b. DES 308
c. Design 336 or 337 (Topic 1: History of Graphic Design)
d. Three additional semester hours of courses in Art History or approved art/design history/theory/criticism courses in related fields. The School of Design and Creative Technologies’ advising office maintains a list of pre-approved supportive courses.

4. Performance review: Design 131. A design major must register for the performance review course during the second semester of sophomore year, and present a portfolio of his or her works for review by designated design faculty at the end of the semester. The works to be included for review are specified by the design faculty. In order to enroll in courses numbered Design 340 or higher, the student must pass this performance review.

Several of the courses which may be used to complete requirement 3 are also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

**Electives**

Twelve semester hours chosen from courses either within or outside the School of Design and Creative Technologies. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

**Total Minimum Requirements**

For the BFA with a major in design: 120 semester hours as outlined above.

**Art Education Major**

The major in art education is a preprofessional academic program recommended for students seeking all-level (early childhood through grade 12) teacher certification in art or planning to pursue undergraduate or graduate training for visual art careers in community art programs. Students seeking teacher certification must adhere to current state requirements in addition to the degree requirements described in this catalog. Students should contact the College of Education for current state certification requirements. See Preparation for Teacher Certification (p. 16) for additional information.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

**Major Requirements**

1. Studio art: 30 semester hours, consisting of
   a. Studio Art 311C, 312C, 313C, and 314C
   b. Nine semester hours, consisting of three hours from each of the following three areas:
      i. Area A: Drawing, life drawing, painting
      ii. Area B: Printmaking and photography
      iii. Area C: Transmedia and sculpture
c. Nine additional semester hours of coursework in studio art, all of which must be upper-division

2. Art history: 12 semester hours, consisting of
   a. ARH 302 and ARH 303
   b. Six semester hours of upper-division coursework in art history, three semester hours of which may also be counted toward the visual and performing arts requirement of the core curriculum.

3. Visual art studies: 12 semester hours of coursework in visual art studies

4. 12 semester hours approved by the art education advisor.

**Professional Development in Education**

Please see the UTeach-Fine Arts (p. 153) section of this catalog for more information.

**Approved Electives**

Twelve semester hours of coursework approved by the art education advisor. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

**Total Minimum Requirements**

For the BFA with a major in art education: 120 semester hours as outlined above.

**Theatre Education Major**

The major in theatre education is a preprofessional academic program recommended for students seeking all-level teacher certification in theatre arts. Students seeking teacher certification must adhere to current state requirements in addition to the degree requirements described in this catalog. Students should contact the College of Education for current state certification requirements. See Preparation for Teacher Certification (p. 16) for additional information.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must
adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

**Major Requirements**

1. Theatre and dance core: 18 semester hours, consisting of Theatre and Dance 311C, 313C, 314M, 314Q, 317C, and 317D
2. Theatre education emphasis: At least 33 semester hours, consisting of
   a. Acting and directing: Theatre and Dance 313D, 316D, and 323D
   b. Design and technical production: six semester hours chosen from topics of Theatre and Dance 324 or 354T, including one course in two of the following three areas: costume, lighting, and scenery
   c. Theatre education: Theatre and Dance 326C, 326D, 326Q, and 626E
   d. Theatre and Dance 326F
3. Six additional upper-division semester hours of coursework in theatre and dance, excluding production courses

Several of the courses which may be used to complete requirement 1 are also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

**Professional Development in Education**

Please see the UTeach-Fine Arts (p. 153) section of this catalog for more information.

**Approved Electives**

Twenty-four semester hours of coursework approved by the theatre education advisor. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

**Total Minimum Requirements**

For the BFA with a major in theatre education: 120 semester hours as outlined above.

**Dance Major**

The option in Dance Education is a preprofessional academic program recommended for students seeking all-level teacher certification in dance. Students seeking teacher certification must adhere to current state requirements in addition to the degree requirements described in this catalog. Students should contact the College of Education for current state certification requirements. See Preparation for Teacher Certification (p. 16) for additional information.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

**Major Requirements**

1. Theatre and dance core: 15 semester hours, consisting of Theatre and Dance 311C, 312M, 314P, 317M, and 317N
2. Physical Practice:
   a. Contemporary dance technique: Nine semester hours, consisting of two semesters of Theatre and Dance 312C and one semester of either 312D or 352T
   b. Ballet technique: Nine semester hours, consisting of two semesters of Theatre and Dance 312F and one semester of either 312G or 352T
3. Creative Practice: Six semester hours, consisting of Theatre and Dance 312N and 332M
4. Somatic Practice: Five semester hours, consisting of Theatre and Dance 312D and 352T
5. Pedagogical Practice: Theatre and Dance 332R
6. Performance Practice: Four semester hours, consisting of Theatre and Dance 212P and 222P
7. Option in either Dance or Dance Education:
   a. For Option in Dance: 27 semester hours, consisting of
      i. Physical Practice: Theatre and Dance 312D and 312G
      ii. Creative Practice: Theatre and Dance 332N
      iii. Somatic Practice: Theatre and Dance 352T
      iv. Performance Practice: Theatre and Dance 212P, 222P, and 232P
   b. For Option in Dance Education: 27 or 28 semester hours, consisting of
      i. Performance Practice: Theatre and Dance 222P or 232P
      ii. Academic Studies: Theatre and Dance 152P
      iii. Professional Development: Applied Learning and Development 322, Curriculum and Instruction (EDC) 332S, 331S, 370S, 951W, and one of the following:
         1. Human Development and Family Sciences 313 and 113L
         2. Educational Psychology 350G
         3. PSY 304

To fulfill the degree requirements in dance technique, the student must achieve a suitable level of proficiency and obtain the approval of the dance faculty. At the discretion of the dance faculty, a student may be required to repeat specific dance technique courses in addition to those required for the degree. Students choosing the Option in Dance must be registered for dance technique each long-session semester in residence. To continue in this degree program, the student must pass an annual evaluation by the dance faculty. Students whose progress in dance technique is judged unsatisfactory by the faculty will be dismissed from the program.

**Professional Development in Education (Dance Education option)**

Please see the UTeach-Fine Arts (p. 153) section of this catalog for more information.

**Electives**

Elective coursework may be needed to provide the total number of semester hours required for the degree.

**Total Requirements**

For the BFA with a major in dance: at least 120 or 121 semester hours as outlined above.

**Acting Major**

**Major Requirements**

1. Theatre and dance core: 18 semester hours, consisting of Theatre and Dance 311C, 314M, 314Q, 317C, 317D, and 324P
2. Acting Emphasis: At least 48 semester hours, consisting of
   a. Lower-division acting emphasis: Theatre and Dance 313C, 313D, 313E, 313F, 313G, 313K, 313L, 313M, and 313N
Approved Electives
12 semester hours of approved electives within the Department of Theatre and Dance chosen from the following:

1. Industry Internship: Theatre and Dance 372, 672, or 972
2. Theatre and Dance 353E, 353R, 353T, or additional upper-division semester hours in the Department of Theatre and Dance approved by the acting advisor

Total Minimum Requirements
For the BFA with a major in acting: at least 120 semester hours as outlined above.

Bachelor of Music

Core Curriculum
All students must complete the University's Core Curriculum (p. 23). In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: two flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic advisor.

Voice Performance Major

Major Requirements
1. Performance: 26 semester hours, consisting of four semesters of Voice 210, two semesters of Voice 362, Music 420R, Music 460R, Music 210K and approval of the faculty, and Music 223J
3. Diction: Music 111E, 311F, 311G, and 311J
5. Music ensemble: At least eight semester hours of music ensemble courses as explained in Butler School of Music Special Requirements (p. 153)

When taken in residence, Music 312C may either be counted toward the visual and performing arts requirement of the core curriculum or toward the three-semester-hour writing flag portion of the core curriculum English composition requirement. Music 334 which may be used to complete requirement 2 is also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives
Four semester hours chosen from courses either within or outside the Butler School of Music. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the BMus with a major in voice performance: 120 semester hours as outlined above.

Piano Performance Major

Major Requirements
1. Performance: With the recommendation of the faculty, given in advance, students may choose either of the following two options.
   a. Normally suggested for students who wish to emphasize performance: 32 semester hours, consisting of four semesters of Piano 312, two semesters of Piano 362, Music 420R, two semesters of Music 271P (Topic 1 and Topic 2), 460R, and 222J or 223J
   b. Normally suggested for students who wish to emphasize pedagogy: 32 semester hours, consisting of four semesters of Piano 312, two semesters of Piano 260, 362, two semesters of Music 271P (Topic 1 and Topic 2), 460R, 366P, and 222J or 223J
3. Music ensemble: Eight semester hours of music ensemble courses as explained in Butler School of Music Special Requirements (p. 153)

When taken in residence, Music 312C may either be counted toward the visual and performing arts requirement of the core curriculum or toward the three-semester-hour writing flag portion of the core curriculum English composition requirement. Music 334 which may be used to complete requirement 2 is also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives
Three semester hours to be chosen from courses either within or outside the Butler School of Music. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the BMus with a major in piano performance: 120 semester hours as outlined above.

Organ or Harpsichord Performance Major

Major Requirements
1. Performance and pedagogy: 30 semester hours, consisting of four semesters of major instrument course 312, two semesters of major instrument course 362, Music 420R, 460R, 275T, and 222J or 223J
3. Music ensemble: Two semesters of Music 259N and eight semester hours of music ensemble courses as explained in Butler School of Music Special Requirements (p. 153)

When taken in residence, Music 312C may either be counted toward the visual and performing arts requirement of the core curriculum or toward the three-semester-hour writing flag portion of the core curriculum English composition requirement. Music 334 which may be used to complete requirement 2 is also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives
Two semester hours chosen from courses either within or outside the Butler School of Music. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the BMusic with a major in organ or harpsichord performance: 120 semester hours as outlined above.

Harp Performance Major

Major Requirements
1. Performance and pedagogy: 30 semester hours, consisting of four semesters of Harp 312, two semesters of Harp 362, Music 420R, 460R, 275T, and 222J
3. Music ensemble: Two semesters of Music 259N and eight semester hours of music ensemble courses as explained in Butler School of Music Special Requirements (p. 153)

When taken in residence, Music 312C may either be counted toward the visual and performing arts requirement of the core curriculum or toward the three-semester-hour writing flag portion of the core curriculum English composition requirement. Music 334 which may be used to complete requirement 2 is also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives
Two to four semester hours to be chosen from courses either within or outside the Butler School of Music. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the BMusic with a major in harp performance: 120 semester hours as outlined above.

Orchestral Instrument Performance Major

This program is offered in the following instruments: violin, viola, violoncello, double bass, flute, oboe, clarinet, bassoon, saxophone, trumpet, French horn, euphonium, trombone, tuba, percussion, and guitar.

Major Requirements
1. Performance and pedagogy:
   a. Thirty-two semester hours, consisting of four semesters of major instrument course 312, two semesters of major instrument course 362, Music 420R, 460R, 222J, 275T, and 210K and approval of the faculty
   b. For violin majors, proficiency in viola equivalent to VIA 201 and approval of the faculty
   c. For euphonium majors, proficiency in trombone equivalent to TRO 201 and approval of the faculty
2. Music literature and music theory:
   b. Two semesters chosen from Music 259C, 259E, 259N, 259R, or 259W
   c. One of the following options, chosen with the consent of the undergraduate advisor:
      i. Two additional semesters of Music 259C, 259E, 259N, 259R, or 259W
      ii. One semester of Music 325L, 325M, 331J, 334, 337, 342, 343J, 376J, or 379K
   d. Three hours chosen from Music 325L, 325M, 331J, 334, 337, 342, 343J, 376J, or 379K
3. Music ensemble: Eight semester hours of music ensemble courses as explained in Butler School of Music Special Requirements (p. 153)

When taken in residence, Music 312C may either be counted toward the visual and performing arts requirement of the core curriculum or toward the three-semester-hour writing flag portion of the core curriculum English composition requirement. Music 334 which may be used to complete requirement 2 is also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives
One or more hours of additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the BMusic with a major in orchestral instrument performance: 120 semester hours as outlined above.

Jazz Major

This program is offered in the following instruments: double bass, drum set, guitar, piano, saxophone, trombone, and trumpet.

Major Requirements
2. Music ensemble: Eight semester hours of music ensemble courses as explained in Butler School of Music Special Requirements (p. 153)
3. For concentration in Performance:
   a. Piano: 22 semester hours, consisting of:
      i. Two semesters of Piano 212 and two semesters of Piano 212J with faculty approval, or four semesters of Piano 212J with faculty approval
      ii. Two semesters of Piano 362J
   iii. Music 420J
   iv. Music 460J
   b. Drum set: 24 semester hours, consisting of:
For emphasis in performance: two to four semester hours chosen from approved by the jazz faculty.

Electives

For emphasis in performance: two to four semester hours chosen from courses either within or outside the Butler School of Music. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

For emphasis in composition: one to three semester hours chosen from courses either within or outside the Butler School of Music. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements

For the BMusic with a major in jazz: 120 semester hours as outlined above.

Composition Major
Major Requirements

1. Performance: At least six semester hours, consisting of two semesters of PIA 202 or Piano 210 and approval of the faculty, and Music 222J or 223J.


3. Composition: Three semesters of Music 224G, at least three semesters of 224J and approval of the music theory and composition faculty, 319D, and three semester hours chosen from Music 350S, 329E, 329F, 329G, 329J, and 329M. Fulfillment of this requirement signifies the completion of original compositions of a quality and a quantity sufficient to present the composition recital described below. At the discretion of the music theory and composition faculty, a student may be required to complete more than three semesters of Music 224J.

4. Recital: Music 160C. Upon approval of the music theory and composition faculty, a composition major must present a recital of his or her works. The recital must be approximately thirty minutes in length and must consist of works approved by the student's composition instructor. It is normally given during the student's last semester of Music 224J. It is graded by a jury of designated music theory and composition faculty members. The student must receive from the jury an average grade of at least B- for the recital; if the average grade is less than B-, the student, upon approval of the music theory and composition faculty, must present another composition recital.

5. Music ensemble: Eight semester hours of music ensemble courses as explained in Butler School of Music Special Requirements (p. 153).

When taken in residence, Music 312C may either be counted toward the visual and performing arts requirement of the core curriculum or toward the three-semester-hour writing flag portion of the core curriculum English composition requirement. Music 334 which may be used to complete requirement 2 is also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives

Three semester hours to be chosen from courses either within or outside the Butler School of Music. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements

For the BMusic with a major in composition: 120 semester hours as outlined above.

Music Studies Major

The major in music studies is a preprofessional academic program recommended for students seeking all-level teacher certification in music or intending to pursue graduate preparation for careers in areas such as music and human learning, music therapy, music management, music merchandising, music publishing, and community music development. Students seeking teacher certification must adhere to current state requirements in addition to the degree requirements described in this catalog. Students should contact the College of Education for current state certification requirements. See Preparation for Teacher Certification (p. 16) for additional information.
State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

Major Requirements

1. Performance: 12 to 16 semester hours, consisting of four semesters of principal instrument course 210; two semesters of principal instrument course 260 and approval of the faculty; and Music 201M and Music 201F or equivalent proficiency, and approval of the faculty. Music 201F or equivalent proficiency is required of all music studies majors, regardless of principal instrument. In addition to these requirements, the student must make a recital appearance as described in Butler School of Music Special Requirements (p. 153).


3. Conducting: Four semester hours, consisting of either Music 222J and 222K, or 223J and 223K.

4. Choral or instrumental music techniques, literature, and performance practices: 15 to 17 semester hours in one of the following areas of emphasis.
   a. Choral music emphasis:
      i. Music 354C, 255V, and 456G.
      ii. Music 354D or three semester hours approved by the music studies advisor.
      iii. Two semester hours chosen from Music 255D (strings), 255E (brasses), and 255F (woodwinds).
      iv. One semester hour chosen from Music 115D (violin), 115E (trumpet), 115F (clarinet), 115G, and 155C. The course used to fulfill this requirement must involve the study of a family of instruments different from that used to fulfill the preceding requirement.
   b. Instrumental music emphasis: Music 354C, 155C, 255D, 255E, 255F, and 356J; and, with the approval of the music studies advisor, four semester hours chosen from 115D, 115E, 115F, and 255M.

5. Music ensemble: Six semester hours of music ensemble courses as explained in Butler School of Music Special Requirements. (p. 153)

When taken in residence, Music 312C may either be counted toward the visual and performing arts requirement of the core curriculum or toward the three-semester-hour writing flag portion of the core curriculum English composition requirement. In addition, Music 312C is also approved to fulfill the visual and performing arts requirement of the core curriculum.

Professional Development in Education

Twenty-one semester hours of coursework as currently required by the State of Texas for teacher certification. Should a student decide, in the course of their studies, to pursue this degree without seeking teacher certification, additional elective coursework may be selected up to 120 hours.

Please see the UTeach-Fine Arts (p. 153) section of this catalog for more information.

Total Minimum Requirements

For the BMus with a major in music studies: 120-125 semester hours as outlined above.

Bachelor of Arts

Core Curriculum

All students must complete the University's Core Curriculum (p. 23). In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: two flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic advisor.

Studio Art Major

Prescribed Work

1. Foreign language: Beginning level proficiency in a foreign language.
2. Social and behavioral sciences: Six semester hours chosen from the following areas: anthropology, economics, geography, government, history, linguistics, psychology, and sociology. A course counted toward this requirement may not also be counted toward any core curriculum requirement.
3. General culture: Three semester hours chosen from the following areas: architecture, classics (including classical civilization, Greek, Latin), comparative literature, humanities, philosophy, and interdisciplinary fields outside the Department of Art and Art History such as American studies, African and African diaspora studies, Asian studies, Latin American studies, Mexican American studies, and women's and gender studies. The student is encouraged to choose coursework of a multicultural nature. Courses outside the Department of Art and Art History that are cross-listed with courses in the department may not be used to fulfill this requirement. A course used to fulfill this requirement may not also be counted toward any core curriculum requirement.
4. Science, technology, and mathematics: Six semester hours of coursework. Courses must be chosen from computer science, mathematics, and the fields of study included in the science and technology, part I, requirement of the core curriculum. A course counted toward this requirement may not also be counted toward any core curriculum requirement.

Major Requirements

1. Studio art: 30 semester hours, consisting of Studio Art 311C, 312C, 313C, and 314C, and 18 additional semester hours of studio art, of which at least 12 hours must be upper-division.
2. Art history: 12 semester hours, consisting of ARH 302, ARH 303 and six hours of upper-division coursework in art history. Several of the courses which may be used to complete this requirement are also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.
Electives
Nine to 15 semester hours chosen from courses either within or outside the Department of Art and Art History. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the BA with a major in studio art: 120 semester hours as outlined above.

Art History Major

Prescribed Work
2. Social and behavioral sciences: Six semester hours chosen from the following areas: anthropology, economics, geography, government, history, linguistics, psychology, and sociology. A course counted toward this requirement may not also be counted toward any core curriculum requirement.
3. General culture: Three semester hours in one of the following areas:
   a. Architecture
   b. Classics, including classical civilization, Greek, Latin (but excluding any courses in Greek or Latin that are used to fulfill the language requirement)
   c. Music
   d. Philosophy
   e. Radio-television-film
   f. Theatre and dance
   g. Programs of special concentration, such as women's and gender studies and Latin American studies

A course used to fulfill requirement 3 may not also be counted toward any core curriculum requirement.

Major Requirements
1. Studio Art 311C or 312C
2. Art history: 36 semester hours, consisting of
   a. ARH 302, ARH 303, ARH 304, 321, and 375
   b. Twelve semester hours of upper division art history courses chosen to meet:
      i. Four of the following geographical areas:
         1. Europe & the Mediterranean
         2. Asia & Pacific
         3. Middle East & Africa
         4. The Americas
         5. Diaspora & Transcultural
      ii. And one in each of the following three periods:
         1. Prehistoric - 400
         2. 400 - 1500
         3. 1500 - present
      iii. Coursework chosen to fulfill requirement ii may simultaneously satisfy requirement i.
   c. Nine additional semester hours of art history, of which six must be upper division

Several of the courses which may be used to complete requirement 2 are also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives
Twelve to 18 semester hours chosen from courses either within or outside the Department of Art and Art History. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the BA with a major in art history: 120 semester hours as outlined above.

Design Major

Prescribed Work
Foreign language: Intermediate level proficiency in a foreign language.

Major Requirements
1. Design courses: 32 semester hours, consisting of:
   a. DES 304, DES 305, and DES 306
   b. DES 309
   c. Design 374 with a grade of at least C-
   d. Seventeen semester hours of design courses, of which at least eight hours must be upper division. Design 336 and 337 may not be counted.
2. Art/design history/theory/criticism courses: Nine semester hours chosen from
   a. ARH 303
   b. DES 308
   c. Design 336 or 337 (Topic 1: History of Graphic Design)
3. Performance review: Design 131. A design major must register for the performance review course during the second semester of sophomore year, and present a portfolio of his or her works for review by designated design faculty at the end of the semester. The works to be included for review are specified by the design faculty. In order to enroll in courses numbered Design 340 or higher, the student must pass this performance review.

Several of the courses which may be used to complete requirements 1 and 2 are also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives
Eighteen semester hours chosen from courses either within or outside the School of Design and Creative Technologies. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the BA with a major in design: 120 semester hours as outlined above.

Bachelor of Arts in Theatre and Dance

Core Curriculum
All students must complete the University’s Core Curriculum (p. 23). In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:
1. Writing: two flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
Major Requirements

2. General culture: Three semester hours chosen from the following areas: architecture, classics (including classical civilization, Greek, Latin), comparative literature, humanities, philosophy, and interdisciplinary fields outside the Department of Theatre and Dance such as American studies, African and African diaspora studies, Asian studies, Latin American studies, Mexican American studies, and women's and gender studies. The student is encouraged to choose coursework of a multicultural nature. Courses outside the Department of Theatre and Dance that are cross-listed with theatre and dance courses may not be used to fulfill this requirement. A course used to fulfill this requirement may not also be counted toward any core curriculum requirement.

Electives

Zero to six semester hours chosen from courses either within or outside the Department of Theatre and Dance. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Students considering graduate study should consult their advisors about the most appropriate choice of courses.

Total Minimum Requirements

For the Bachelor of Arts in Theatre and Dance: 120 semester hours as outlined above.

Bachelor of Arts in Music

Core Curriculum

All students must complete the University’s Core Curriculum (p. 23). In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: two flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic advisor.

Prescribed Work

2. General culture: Three semester hours chosen from the following courses: Theatre and Dance 311C, 311D, 314M, and 314P; two semesters of Theatre and Dance 324P; and three semester hours chosen from Theatre and Dance 351S, 357T, and 375H.
3. Quantitative Reasoning: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Major Requirements

1. Theatre and dance core: 21 semester hours, consisting of the following courses: Theatre and Dance 311C, 311D, 314M, and 314P; two semesters of Theatre and Dance 324P; and three semester hours chosen from Theatre and Dance 351S, 357T, and 375H.
2. Choice of emphasis in:
   a. Playwriting and directing: Theatre and Dance 313C, 315, 316D, 317C, 317D, and 321P; six semester hours chosen from Theatre and Dance 325, 325P, 351T, or 355T; six semester hours chosen from Theatre and Dance 323D, 323P, 355T, or 626E; and six lower- or upper-division semester hours of additional theatre and dance courses.
   c. History, literature, and dramaturgy: Theatre and Dance 313C, 316D, 317C, 317D, 317M, 317N, 321P, and 357D; and 12 semester hours of additional theatre and dance courses, of which at least nine must be upper-division.
   d. Theatre for youth and communities: Six semester hours chosen from Theatre and Dance 302T, 313C, 313D, 314C, or 316D; either 317C and 317D, or 317M and 317N; Theatre and Dance 321P, 326C, 326D, and 351F; and 12 semester hours of additional theatre and dance courses, of which at least three must be upper-division.
   e. Design and technology: Theatre and Dance 313C, 314C, and 321P; either 317C and 317D, or 317M and 317N; and 21 semester hours of additional theatre and dance courses, of which at least 12 must be upper-division.
   f. Dance: Theatre and Dance 112P, 212, 317M, 317N; either 322C and 322D or 322F and 322G; six hours chosen from Theatre and Dance 222P, 322C, 322D, 322E, 322F, 322G, 322J, or 352T; and 15 semester hours of additional theatre and dance courses, of which at least nine must be from the dance program and three must be upper-division.
a. Emphasis in Music: Four semesters of principal instrument course 210 and approval of the faculty
b. Emphasis in Composition: Two semesters of Music 224G, Intermediate Composition, two semesters of Music 224J, Advanced Composition, and approval of the music theory and composition faculty
3. Fifteen semester hours in a concentration of music courses approved by the coordinator of the Bachelor of Arts in Music program, at least 11 hours of which must be upper-division, and including at least three hours chosen from Music 321J, 325L, 325M, 331J, 334, 337, 342, 343J, 376J, or 379K

When taken in residence, Music 312C (in requirement 2) may either be counted toward the visual and performing arts requirement of the core curriculum or toward the three-semester-hour writing flag portion of the core curriculum English composition requirement. Music 334 which may be used to complete requirement 3 is also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Secondary Field of Study
The secondary field of study must be approved by the coordinator of the Bachelor of Arts in Music program, include twelve semester hours of coursework outside the Butler School of Music, and must include at least six hours of upper-division coursework.

Electives
Two or more hours of additional elective coursework may be needed to provide the total number of semester hours required for the degree. Courses that are crosslisted with music courses may not be counted toward this requirement.

Total Minimum Requirements
For the Bachelor of Arts in Music: 120 semester hours as outlined above.

Advancement to Upper-Division Standing
To advance to upper-division standing in the program, the student must meet the following requirements:

1. Upper-division standing at the University
2. A grade point average of at least 2.50 for all coursework taken in residence at the University
3. Completion of the following courses or their equivalents with a grade point average of at least 2.50: Music 201N (required only for students whose principal instrument is not piano), 605A, 605B, 411A, 411B, 612A, 612B, 312C, 213M, and 213N
4. Approval of the coordinator of the Bachelor of Arts in Music program

When taken in residence, Music 312C (in requirement 3) may also be counted toward the three semester-hour-writing flag portion of the core curriculum English composition requirement.

Bachelor of Science in Arts and Entertainment Technologies

Core Curriculum
All students must complete the University’s Core Curriculum. In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: two flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic advisor.

Major Requirements
1. Foundations: 18 semester hours, consisting of the following courses: AET 304 and 310; and twelve semester hours of lower-division coursework in Arts and Entertainment Technologies.
2. Advanced coursework: 33 upper-division semester hours chosen from Arts and Entertainment Technologies with approval of advisor.
3. Capstone or Senior Design Project: six semester hours chosen from Arts and Entertainment Technologies 372, 373, 376, or 377

AET 304 is also approved to fulfill the visual and performing arts requirement of the core curriculum and may be used to fulfill both.

Electives
Twenty-four semester hours, of which at least nine must be upper-division. Additional elective coursework may be needed to provide the total number of semester hours required for the degree.

Total Minimum Requirements
For the Bachelor of Science in Arts and Entertainment Technologies: 120 semester hours as outlined above.

Minor and Certificate Programs

Minor
The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minor and Certificate Programs (p. 13) section of the Undergraduate Catalog.

Art History Minor
The Art History Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen semester hours of coursework in art history, including at least 12 hours of upper-division coursework.</td>
<td>15</td>
</tr>
</tbody>
</table>

Please Note:
All classes must be taken on the letter-grade basis. The student must earn a combined grade point average of at least 2.50 in minor coursework.

Arts Management and Administration Minor
The Arts Management and Administration Minor requirements are:
Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed at the college level: Fine Arts (F A).

For courses offered by each department within the College of Fine Arts, please see the corresponding department page in the following sections.

Department of Art and Art History

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Art and Art History: Art Education (AED), Art History (ARH), Studio Art (ART), and Visual Art Studies (VAS).

Department of Theatre and Dance

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Theatre and Dance: Theatre and Dance (T D).

Sarah and Ernest Butler School of Music

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the School of Music: Bassoon (BSN), Clarinet (CLA), Conducting (CON), Double Bass (DB), Drum Set (DRS), Ensemble (ENS), Euphonium (EUP), Flute (FLU), French Horn (FH), Guitar (GUI), Harp (HAR), Harpsichord (HSC), Music (MUS), Music Business (MBU), Music Recording Technology (MRT), Oboe (OBO), Opera (OPR), Organ (ORG), Percussion (PER), Performance (PRF), Piano (PIA), Recorder (REC), Saxophone (SAX), Trombone (TRO), Trumpet (TRU), Tuba (TBA), Vibraphone (VIB), Viola (VIA), Violin (VIO), Violoncello (VC), and Voice (VOI).

School of Design and Creative Technologies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the School of Design and Creative Technologies: Arts and Entertainment Technologies (AET), Design (DES), and Integrated Design (ITD).
John A. and Katherine G. Jackson School of Geosciences

Claudia Mora, PhD, Dean
Chris Bell, PhD, Associate Dean, Academic Affairs
David Mohrig, PhD, Associate Dean, Research
http://www.jsg.utexas.edu/

General Information

Mission
As civilization enters an era of increasing challenge, it is imperative that leaders, professionals, and citizens be well educated, competently and realistically able to address issues of local to global scope. With regard to the origin, history, structure, and processes of the planet Earth, and the use and management of its resources, the John A. and Katherine G. Jackson School of Geosciences aims to provide such an education. The objective of every natural science, including geological sciences, is to understand the realm of physical nature. Geological sciences, or geosciences, is a synthetic subject that examines the Earth through such traditional subdisciplines as geophysics, hydrogeology, paleontology, petrology, stratigraphy, and structural geology. Geoscientists also draw upon discoveries from mathematics, geography, archaeology, engineering, and the other sciences to meld an approach that is interdisciplinary, yet uniquely geological.

The need for well-educated geoscientists in industry, government, and education promises a bright future for geoscience professionals in the coming decades. As the human population expands, it is essential to develop sufficient resources and to maintain a livable environment. Geoscientists understand the dynamics of the Earth and its systems—the occurrence of natural resources and the diverse time scales of natural and human-induced change.

Every university seeks to enrich the education of its student body generally. Study of geosciences enhances a liberal arts or arts and sciences education. Geosciences uses experiments and observations to explore origins and processes, whether of the Earth itself, of geologic phenomena, or of the history of life. It operates in the conventional three dimensions of space and in the fourth dimension of deep geologic time. Both in the laboratory and in the field, it examines the Earth on all scales, from atomic nuclei, to a hand sample of rock, to an entire landscape, to continents and oceans, to the planet as a whole.

Vision
The Jackson School of Geosciences at The University of Texas at Austin is among the most established and well-regarded geosciences programs in the world. The school includes the University’s Department of Geological Sciences, one of the country’s oldest geological sciences departments, and two world-renowned research units, the Institute for Geophysics and the Bureau of Economic Geology. The school is home to the world's largest academic geosciences community of alumni, research scientists, and faculty members as well as one of the largest combined graduate and undergraduate enrollments of any major geoscience program.

The Jackson School is both old and new. It traces its origins to the Department of Geology founded in 1888 but became a separate unit at the level of a college on September 1, 2005. The school's formation resulted from one of the most generous gifts in the history of higher education when the late John A. and Katherine G. Jackson bequeathed endowments and assets toward “the subjects of geology; geophysics; energy, mineral and water resources; as well as the broad areas of the earth sciences, including the Earth’s environment.” The charge of their gift and the responsibilities that come with it are reflected in the school’s vision:

To become the preeminent geosciences program in the country with international prominence in geology, geophysics, energy, mineral and water resources, and in the broad areas of the earth sciences, including the Earth’s environment. To realize this vision, the Jackson School will pursue initiatives that:

- Place the school at the forefront of research.
- Place the school at the forefront of education, student services, and student opportunities.
- Create the fabric of a great college.
- Increase competitiveness for top talent.

Financial Assistance Available through the School
Through the Geology Foundation, the Jackson School of Geosciences (JSG) is able to provide financial assistance to its students through funds established by individuals, foundations, and industrial or research organizations. Scholarships are currently awarded on the basis of academic standing and performance including, but not limited to, grade point average, progress towards degree, and hours completed. Additional scholarship opportunities that may be available while enrolled in the Jackson School include recruitment scholarships, academic support scholarships and field course financial assistance. All students may also seek financial assistance through the University’s Office of Scholarships and Financial Aid. Additional information for all of the JSG Financial Assistance programs is available online.

Student Services
The mission of the Jackson School of Geosciences Student Services Office is to facilitate students’ development and advancement in the Jackson School community and beyond. Services provided to all Jackson School majors and non-majors such as professional academic advising and career counseling are available to students year-round.

Academic Advising
The JSG Academic Advising office, located in the Holland Family Student Center serves the undergraduate students of the Jackson School by offering academic advising and guidance. Each undergraduate student is expected to meet with a JSG academic advisor at least once per semester to review his/her academic progress and prepare to register for the next semester. Information related to JSG academic programs and opportunities is frequently distributed to students via email which is considered an official form of communication by the University. Students are responsible for reading this information and taking the necessary actions in a timely manner. JSG Student Services staff is available to meet with students throughout the year to address any issues or questions they may have.

Counseling and Referral Services
The Jackson School of Geosciences Student Services office advises and counsels students about problems or concerns they have about their academic work or life in the school. In addition, University counseling services are available from the Counseling and Mental Health Center, the Telephone Counseling Service, the Sanger Learning Center, and
University Health Services. These offices are described in the General Information Catalog.

Career Services

The Jackson School of Geosciences (JSG) Career Services Office, located in the Holland Family Student Center, serves the undergraduate and graduate students of the Jackson School by offering career development workshops, job search resources, and opportunities to network with alumni, recruiters and members of industry.

The JSG Career Services Office assists Jackson School students in researching, preparing for and identifying opportunities for full-time or part-time jobs and internships. The staff posts job opportunities throughout the year and hosts company information sessions as well as on-campus interviews with recruiters each fall and spring. The Jackson School of Geosciences Career Fair, which brings students and employers together every fall, provides another forum for geosciences students to learn about different career opportunities.

Career services for students who plan to teach are provided by Education Career Services in the College of Education and by UTeach-Natural Sciences. See Preparation for Teacher Certification (p. 16) for additional information.

Admission and Registration

Admission

Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. All students who wish to major in geological sciences must be admitted to the University according to the procedures given in the General Information Catalog.

Students admitted to the University with deficiencies in high school units must remove the deficiencies as prescribed in the General Information Catalog.

Admission to the Jackson School is granted for the fall semester only. All freshmen and external transfer students are expected to attend New Student Orientation the summer before they enter the school.

Admission to the Geological Sciences Program

Freshman Admission

Freshman applicants seeking admission to the Jackson School must meet the published University admissions requirements for the major by the official admissions application deadline. More information about admission requirements are available through the University Admissions Office or online.

Applicants to the Jackson School of Geosciences must use the ApplyTexas online application and select geological sciences, entry-level as a first-choice major. When selecting a second-choice major, freshman applicants may choose from one of the many other majors offered at the University. Those students interested in applying to the environmental science or geosystems engineering and hydrogeology degree programs should refer to the information provided below.

External Transfer Admission

Students who wish to transfer to the University from another college or university must apply to the Office of Admissions as described in the General Information Catalog. External transfer applicants seeking admission to the Jackson School of Geosciences must meet all published University admission requirements for the major and submit a complete application by the official admissions application deadline. External transfer applicants to the Jackson School must use the ApplyTexas online application and select geological sciences, entry-level as a first-choice major.

Only courses listed in the student’s geosciences degree program, or equivalent courses approved by the Associate Dean for Academic Affairs, may be counted toward a geosciences degree. A course may therefore be accepted for transfer credit but not be applicable toward a geosciences degree. Prospective students are encouraged to consult the geological sciences degree plans and transfer course equivalency information available online.

Internal Transfer Admission

Students enrolled in another college or school at the University may apply in early spring to be considered for admission to the Jackson School of Geosciences the following fall semester. A cumulative in-residence grade point average of 3.0 or higher is generally recommended to be competitive for admission. The following minimum requirements for consideration are in addition to the requirements to transfer from one division to another given in the General Information Catalog:

1. Completion of at least 24 semester hours of coursework in residence at the University. Credit by exam and correspondence, extension and transfer hours may not be counted toward this requirement.
2. Completion of, or enrollment in, the following courses or their equivalent at the time of application. A grade of C- or higher required in completed courses to fulfill this requirement.
   • For students with less than 30 semester hours of coursework in residence at the University at the completion of the spring semester in which they apply: Mathematics 408C or 408K and 408L. For students with 30 hours or more: Mathematics 408D or 408M.
   • geo 401 or geo 303.
   • ch 301.

Additional information for all internal transfer applicants:

• Only currently enrolled students may apply.
• Students may apply during the semester they are completing the minimum requirements to be eligible for consideration.
• Interested students are encouraged to attend a Jackson School internal transfer information session prior to the spring they intend to submit an application for internal transfer. A schedule of information sessions as well as additional information about the application process, online application, and submission deadlines are available on the Jackson School undergraduate website.

Internal Transfer within the Jackson School

A geological sciences student interested in transferring to a different degree program within the Jackson School must submit an application in early spring for admission review. Students must meet the same minimum requirements as students applying to transfer from another division of the University to be eligible for consideration.

Students in the BS Geosystems Engineering and Hydrogeology and BS Environmental Science degree programs may have an active student status in more than one college or school over the course of their degree program. These arrangements are in place to provide students access to required courses not offered in their primary college or school. The Cockrell School of Engineering is the primary school for the GEH degree and the College of Liberal Arts, College of Natural Sciences, or Jackson
School for the EVS degree. Therefore, students in these degree programs interested in transferring to a geological sciences degree program in the Jackson School must submit an internal transfer application for consideration as outlined in this section.

**Admission to the Geosystems Engineering and Hydrogeology Program**

The Bachelor of Science in Geosystems Engineering and Hydrogeology (GEH) is offered jointly by the Cockrell School of Engineering and the Jackson School of Geosciences. Students are simultaneously registered in both schools once accepted.

**Freshmen Admission**

Freshmen applicants seeking admission to the GEH degree program are admitted through the Jackson School of Geosciences. Applicants must meet the calculus readiness requirement by the official admissions application deadline. More information about calculus readiness is available through the University admissions office or online.

Applicants to the GEH program should use the ApplyTexas online application and select geosystems engineering and hydrogeology as a first-choice major. When selecting a second-choice major, freshman applicants may choose from one of the many other majors offered at the University.

**External Transfer Admission**

Students who wish to transfer to the University from another college or university must apply to the Office of Admissions as described in the General Information Catalog. External transfer applicants are admitted through the Cockrell School of Engineering and should use the ApplyTexas online application and select geosystems engineering and hydrogeology as a first-choice major. Requirements for admission as a transfer student vary, but all transfer applicants must submit transcripts of all college and high school coursework.

External transfer applicants will be required to meet the following minimum criteria to be considered for admission to the geosystems engineering and hydrogeology major:

- Completion of Mathematics 408L, 408M, or 408D,
- Completion of Physics 303K and 103M,
- Completion of a minimum of four technical courses. Technical courses include courses offered in mathematics, physics, chemistry, biology, geology, computer science, and engineering.

Admission applications that are not complete by the March 1st deadline may be held to a higher admissions standard than those that are complete, if enrollment limits are reached.

**Internal Transfer Admissions**

Students interested in transferring to the GEH program from another division of the University must apply through the Cockrell School of Engineering. Please refer to the General Information Catalog as well as the Cockrell School of Engineering portion of the Undergraduate Catalog for minimum requirements, application deadlines, and other information regarding internal transfer admissions for the geosystems engineering and hydrogeology degree program.

**Registration**

The General Information Catalog gives information about registration, adding and dropping courses, transferring from one division of the University to another, and auditing a course. The Course Schedule, published before registration each semester and summer session, contains registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and General Information Catalog are published on the registrar's website.

**Academic Policies and Procedures**

**Mathematics Placement**

Mathematics, in the form of calculus or statistics, is required for all geological sciences degrees. To enroll in a calculus or statistics course at the University, students must first take the mathematics placement exam per the College of Natural Sciences, Department of Mathematics. All Jackson School students are required to complete the placement exam immediately before the semester they intend to enroll in a calculus or statistics course. First-year incoming students are required to complete this placement exam during summer orientation.

**Consent of Instructor**

Some courses in the Jackson School of Geosciences require that consent of instructor be obtained prior to registering. To be able to register for such a course, the student must first ask for and receive the instructor's written consent. Consent of Instructor forms are available in the JSG Student Services Office. The student is responsible for turning the instructor's written approval in to a JSG advisor and then adding the course to their semester schedule by the published deadlines.

**Minimum Scholastic Requirements**

The student must earn a cumulative grade point average of at least 2.00 in all courses taken at The University of Texas at Austin (including credit by examination, correspondence, and extension) for which a grade or symbol other than Q, W, X, or CR is recorded. In addition, the student must earn a grade point average of at least 2.00 in geological sciences courses taken at the University and counted toward the major requirement. The student must earn a grade of at least C in each course used to fulfill any of the requirements for the degree. For more information about grades and the grade point average, see the General Information Catalog.

**Academic Probation and Dismissal**

Students are expected to make continuous progress toward the degree while maintaining the University minimum scholastic requirements. A student is placed on academic probation if his or her grade point average falls below 2.00. University regulations on scholastic probation and dismissal are given in the General Information Catalog.

Students on academic probation are expected to focus on academic improvement and thus are not allowed to hold student offices (elected or appointed) or to receive college stipends for travel to professional meetings or other college-sponsored events.

Students in the Bachelor of Science in Geosystems Engineering and Hydrogeology (GEH) degree program must maintain the scholastic requirements of the Cockrell School of Engineering. Although GEH students have an active student status in the Jackson School, they are subject to the academic policies and procedures of the Cockrell School of Engineering.

**Satisfactory Progress**

Students are expected to make continuous progress toward the degree by completing required geological sciences coursework each semester, as outlined in the suggested arrangement of courses for each degree plan. Students who fail to take required geological sciences coursework
Repetition of a Course

A student may not enroll in any course in the Jackson School more than twice, even if the course is needed to meet degree requirements, without first obtaining written consent from the Associate Dean for Academic Affairs. The symbol Q or W counts as an enrollment unless it has been approved by the Associate Dean for Academic Affairs as nonacademic.

A student who is denied approval to repeat a course in residence at the University will also be denied approval to complete the course by transfer, extension, correspondence, distance education, or credit by examination and then count it towards the degree.

Concurrent Enrollment

Concurrent enrollment is enrollment simultaneously at the University and at another educational institution or in any combination of correspondence, extension and online or distance education courses. During a long semester students enrolled in the Jackson School of Geosciences are not allowed to take courses at another school or institution or by correspondence or extension at the University unless approved in advance by the Associate Dean for Academic Affairs.

A student in his or her final semester may not enroll concurrently at another institution in any course, including a distance education course, to be counted toward the degree. In the final semester, the student may also not enroll by extension or correspondence in coursework to be counted toward the degree. All transfer, extension, and correspondence coursework must be added to the student’s official record before his or her last semester.

Undergraduates in a Graduate Course

The Jackson School encourages undergraduates who excel academically and would benefit from further challenges to enroll in graduate courses. With permission, undergraduates may count graduate courses toward their undergraduate degrees or may reserve them for graduate credit. To enroll in a graduate course, undergraduates must meet the University’s eligibility requirements and must receive permission from the course instructor, the graduate advisor for the offering department, and the dean’s office. Undergraduates reserving courses for graduate credit must also receive permission from the graduate dean. More information is available in the section Coursework in the Graduate School and the School of Law (p. 18).

Petitions for Degree Requirements

Petitions for modifications to degree requirements, with the exception of the University-wide Core Curriculum, are handled through the JSG Student Services Office. Students must meet with an advisor to submit their petition before the 12th class day of the semester. An academic advisor initiates the petition on the student’s behalf and routes it through the review process. Final decisions on all petitions are made by the Jackson School dean’s office.

Attendance

Jackson School students are expected to attend all meetings of the classes for which they are registered. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have attendance requirements; these should be made known to students during the first week of classes. With the approval of the dean, a student may be dropped from a course with a grade of F for repeated unexcused absences.

Portable Computing Devices

Students entering the geological sciences major are required to have access to a portable computing device capable of running the software tools required for undergraduate computational sciences analyses (MATLAB, Word, etc.) and accessing the remote server for the department. This device may not need to be brought to campus on a daily basis, but individual courses may require that the device be brought to certain labs, lectures, and/or exams. Minimum and recommended specifications may be found on the department website and/or in the course syllabus.

Honors

University Honors

Each fall and spring semester, undergraduates who complete a full course load and earn outstanding grades, are recognized on the fall or spring University Honors list, respectively. Students are notified on the semester grade report of their inclusion on the list. The Jackson School hosts an event each spring to recognize JSG University Honors students in conjunction with University-wide Honors Day.

Additional information on University Honors is available in the General Information Catalog.

School Honors Program

The Jackson School offers a departmental honors program to its majors. Students who wish to participate in the program should submit an application to the JSG Student Services Office when they have completed 60 semester hours of coursework, including at least 12 semester hours of upper-division coursework in geological sciences. The Jackson School of Geosciences Honors Program receives an increasing number of qualified applications each year and not all applicants are guaranteed acceptance.

Minimum requirements for the completion of this program are:

1. A cumulative University grade point average of at least 3.00, and a grade point average in geological sciences of at least 3.50,
2. Geological Sciences 171H, 172H, and 173H with a grade of at least B- in each,
3. Geological Sciences 379H, with a grade of at least B,
4. Completion at the University of at least 60 semester hours of coursework counted toward the degree.

An honors student who completes all program requirements will receive the designation “Special Honors in Geological Sciences” on his or her transcript and be recognized at the Jackson School commencement ceremony.

Graduation

Special Requirements of the School

All students must fulfill the general requirements (p. 19) for graduation. Students in the Jackson School must also fulfill the following requirements:

1. All University students must have a grade point average of at least 2.00 to graduate. Jackson School students must also have a grade point average in geological science courses of at least 2.00.
Students in the Geological Sciences Departmental Honors Program must have a University grade point average of at least 3.00 and a grade point average in geological science courses of at least 3.50.

2. The University requires that students complete at least 60 semester hours of the coursework counted toward the degree in residence. For the Bachelor of Arts in Geological Sciences, these 60 hours must include at least 18 hours in geological sciences.

3. The University requires that at least six semester hours of advanced coursework in the major be completed in residence. Options I, II, and III of the Bachelor of Science in Geological Sciences require at least 18 hours of upper-division coursework in geological sciences be completed in residence; Option V requires at least 12 hours.

### Degree Audit

All Jackson School students are expected to monitor their degree progress through regular use of the University’s Interactive Degree Audit (IDA) system. IDA provides the students with a report of their progress toward completion of requirements for a specific degree program. The degree audit normally provides an accurate statement of requirements, but the student is responsible for knowing the requirements of the degree as stated in the undergraduate catalog under which the student is eligible to graduate and for registering so as to fulfill all requirements. The student should consult with a JSG academic advisor before registering if in doubt about any requirement.

### Applying for Graduation

A student is eligible to graduate if their Jackson School degree audit is 100 percent complete. If an eligible student fails to submit a graduation application by the semester deadline given in the academic calendar, a graduation application may be submitted by the academic dean or designee. An application submitted under these circumstances cannot be cancelled without a successful appeal to the Office of the Provost. Refer to the Graduation Appeal Application for further information.

In the semester or summer session in which a student is eligible to graduate, the student must be registered at the University and must file a graduation application form with the JSG Student Services Office. This should be done at the beginning of the semester in which the student intends to graduate; it must be done by the deadline to apply for an undergraduate degree, which is noted in the official academic calendar.

An official degree audit must be on file when the student submits the graduation application. A student who applies for graduation but does not receive the degree must promptly contact a JSG academic advisor to discuss next steps. The student will be required to submit a new graduation application in the semester they intend to graduate.

The student must be registered at the University in the semester or summer session in which the degree is to be granted. This requirement may be fulfilled by registering for courses in residence or by registering in absentia. For information about registration in absentia, the student must consult the JSG Student Services Office no later than the second week of the semester in which the student intends to graduate.

Course credit received by credit-by-exam, correspondence, or transfer does not fulfill the residence requirement. Students planning to receive credits by any of these means are expected to monitor their academic record to ensure all documentation is received before the semester in which the student intends to graduate.

No degree will be conferred unless all requirements have been fulfilled and all deadlines met.

### Commencement

The Jackson School of Geosciences graduation ceremony is held each spring in conjunction with the University-wide commencement ceremony. Students graduating with University Honors, School Honors and Jackson Scholars are recognized at the school's ceremony. Participation in the commencement ceremony does not constitute applying to graduate or official completion and receipt of a degree.

Students who complete all degree requirements in the fall or summer of the same academic year as the school’s ceremony may be eligible to participate in the school’s spring ceremony. Whereas all spring graduates must submit an application to graduate, fall graduates and prospective summer graduates must submit an application to walk by the published deadline. Final decisions regarding eligibility to participate will be determined by the dean’s office if needed.

### Degrees and Programs

#### Degrees

The Jackson School offers the Bachelor of Arts in Geological Sciences, the Bachelor of Science in Environmental Science, the Bachelor of Science in Geological Sciences, and, in partnership with the Cockrell School of Engineering, the Bachelor of Science in Geosystems Engineering and Hydrogeology. Whichever degree they pursue, geological sciences students must take courses in the Jackson School of Geosciences (JSG), the College of Natural Sciences, and the College of Liberal Arts. These units work together to meet students’ individual needs and to ensure that they receive a superior education. Graduation from an accredited program is an advantage when applying for a position in industry, membership in a professional society or for registration as a professional geologist.

#### Core Curriculum

Each student must complete the University's Core Curriculum. The Core Curriculum includes the first-year signature course and courses in English composition, American and Texas government, American history, mathematics, science and technology, visual and performing arts, humanities, and social and behavioral sciences. The core is an integral part of all geosciences degree programs so graduates will be aware of their social responsibilities and the effects of technology on society.

#### Flags

In the process of fulfilling geosciences degree requirements, students must also complete two courses beyond RHE 306, or its equivalent, with writing flags, one quantitative reasoning flag, one global cultures flag, one cultural diversity in the United States flag, one ethics flag, and one independent inquiry flag. Courses that may be used to fulfill flag requirements are identified in the Course Schedule and may be used simultaneously to fulfill other requirements, unless otherwise specified.

### Foreign Language Requirement

In accordance with the University's basic education requirements, all students must demonstrate proficiency in a foreign language equivalent to that shown by completion of two semesters of college coursework. This requirement may be fulfilled by either completion of the two high school units in a single foreign language that are required for admission to the University as a freshmen or by earning college level foreign language credit to meet beginning level proficiency. Students who enter the University with fewer than two high school units in a single foreign language must remove that deficiency as specified in the General Information Catalog. The foreign language courses/credit used to address
that deficiency may not be counted toward the total number of semester hours required for a degree.

Individual degree programs may include additional foreign language requirements.

**Undergraduate Research Courses**

The Jackson School supports undergraduate research through numerous programs specifically for undergraduate geological sciences majors. Undergraduates have the opportunity to take part in research experiences that enrich their academic studies and career trajectories. Participating students may be eligible to earn University credit, special departmental honors for exceptional research, and recognition at spring graduation depending on the undergraduate research program they complete.

In order to be eligible to earn University credit for undergraduate research work, students must be enrolled in the BS Geological Sciences Option I, II, or III degree program and have a complete undergraduate research contract on file with the JSG Student Services Office prior to registration. Students may count up to six semester hours of geological sciences research courses, as listed below, toward the required total upper-division elective hours in geological sciences.

- **Choice 1:** Geological Sciences 371C and up to three credit hours of Geological Sciences 171C, and 271C; or
- **Choice 2:** Restricted to students enrolled in the Geological Sciences Departmental Honors Program, Geological Sciences 171H, 172H, 173H, and 379H.
- Students may not earn course credit for research work completed as a paid undergraduate research assistant.

**Simultaneous Majors**

A student in the Jackson School may pursue two majors simultaneously. The student must follow all procedures and meet all requirements outlined in the General Information Catalog as well as those associated with both majors. A JSG student may not pursue any two geosciences majors, including the BS Environmental Science degree option, simultaneously.

The simultaneous major option is available only to undergraduates who have completed 30 hours of coursework in residence at the University and who have been admitted to both degree programs.

**Length of Degree Program**

An eight-semester arrangement of courses leading to the bachelor’s degree is given for each of the geological sciences degree plans. The order in which the courses are taken is critical due to the prerequisites for required courses and schedule when courses are offered. A student who registers for fewer than the indicated number of hours for each semester or skips prerequisite courses may need more than eight semesters to complete the degree. The student is responsible for including in each semester’s work any courses that are prerequisite to those the student will take the following semester.

**Applicability of Certain Courses**

**Physical Activity Courses**

Physical activity (PED) courses and Kinesiology 119 may not be counted toward a degree in the Jackson School. However, they are counted as courses for which the student is enrolled, and the grades are included in the grade point average.

**ROTC Courses**

The Departments of Air Force Science, Military Science, and Naval Science maintain ROTC units on campus. Information about each program is available from the chair of the department concerned.

Nine semester hours of coursework in air force science, military science, or naval science may be counted toward any degree in the Jackson School. Such credit may be used only as electives or to fulfill the writing requirement, and only by students who are commissioned by the University ROTC program.

**Correspondence and Extension Courses**

During a long semester students enrolled in the Jackson School are not allowed to take courses at another school or institution or by correspondence or extension at the University unless approved in advance by the Associate Dean for Academic Affairs. Students must submit a concurrent enrollment petition and meet with a JSG academic adviser for approval well in advance of the start of the requested course.

No more than 30 percent of the semester hours required for any degree in the Jackson School may be completed online, by correspondence, or through distance learning, including University Extension courses. These courses are not included in certain metrics, such as total hours, residency status, etc., and therefore may affect students’ eligibility for some JSG programs.

**Pass/Fail**

All courses required for all geological sciences degrees must be taken for a letter grade unless the course is offered only on the pass/fail basis. A student may elect to take courses that do not count toward the degree or are being taken to remove a deficiency on the pass/fail basis rather than for a letter grade. To elect the pass/fail system of grading a student must have received at least 30 hours of college credit before registering for any course on the pass/fail basis, unless the course is offered only on the pass/fail basis. Complete rules on registration on the pass/fail basis are given in the General Information Catalog.

**Bible Courses**

No more than 12 semester hours of Bible courses may be counted toward a degree.

**Bachelor of Arts in Geological Sciences**

The Bachelor of Arts in Geological Sciences is a classical arts and sciences degree that gives students a great deal of flexibility in their choice of upper-division courses. Students must complete courses in the natural sciences, the social and behavioral sciences, and the humanities. This diversity of subjects provides an opportunity to learn about basic differences in outlook among different disciplines, the ways questions are raised and answered, and the ways the answers are validated and made relevant in practical use.

Students who plan to become professional geoscientists should pursue one of the BS Geological Sciences degree options. The BS Geological Sciences, Option V. UTeach is available for students interested in pursuing a career teaching math and science at the middle and secondary school level.
Additional Requirements Specific to the BA Geological Sciences

The coursework counted toward the degree may include no more than 36 hours in any one field of study in the College of Liberal Arts or the College of Natural Sciences; and no more than 36 hours in any other single college or school of the University, including the Jackson School.

At least 18 semester hours of coursework in geological sciences, including six hours of upper-division coursework, must be completed in residence at the University. As long as all residence rules are met, credit may be earned by examination, by extension, by correspondence (up to 30 percent of the semester hours required for the degree), or, with the approval of the dean, by work transferred from another institution.

Degree requirements are divided into three categories: university-wide undergraduate degree requirements such as the University Core Curriculum and flag requirements, prescribed work for the degree, and major requirements. In addition, the student must fulfill the University's general requirements and the requirements of the Jackson School of Geosciences.

Prescribed Work

BA Geological Sciences

1. Foreign Language Requirement: The BA, Geological Sciences degree requires that students achieve Intermediate-level proficiency in a foreign language as part of the degree requirements. The foreign language requirement is the attainment of a certain proficiency, rather than the completion of a specified number of hours. The number of semesters and total number of hours required vary by language. Any part of the requirement may be fulfilled by credit by examination. Courses used to fulfill the foreign language requirement must be language courses; literature-in-translation courses, for example, may not be counted. Consult the Intermediate-level language proficiency course list to see which classes are required to complete this degree requirement for a specific language. Students are encouraged to consult with their academic adviser about fulfilling the foreign language degree requirement.

2. Social Science: Three semester hours in social science, in addition to the course counted toward the social and behavioral sciences requirement of the core curriculum. The course must be chosen from the following fields and it must be in a different field from the course used to fulfill the Core Curriculum social and behavioral sciences requirement.
   a. Anthropology
   b. Economics
   c. Geography
   d. Linguistics
   e. Psychology
   f. Sociology

3. Natural Science: Six semester hours in natural sciences, in addition to the courses counted toward the science and technology requirements of the Core Curriculum. Courses must be chosen from the following fields; no more than three hours may be in either the history of science or the philosophy of science.
   a. Astronomy
   b. Biology
   c. Chemistry
   d. Marine science
   e. Nutrition
   f. Physical science
   g. Physics
   h. Mathematics
   i. Computer science
   j. Experimental psychology
   k. Physical anthropology
   l. Physical geography
   m. Philosophy (courses in logic)
   n. History of science and philosophy of science

4. General Culture: Three semester hours in addition to the course counted toward the visual and performing arts requirement of the Core Curriculum. Courses in the following fields may be used:
   a. Architecture
   b. Classical civilization, Greek, Latin
   c. Art history, design, ensemble, fine arts, instruments, music, studio art, theatre and dance, visual art studies
   d. Philosophy (excluding courses in logic)

5. Interdisciplinary Studies: 12 semester hours, of which at least six must be upper-division courses, in any one of the disciplines listed below. These courses must be in addition to those counted toward the Core Curriculum requirements, prescribed work or major requirements.
   a. Anthropology
   b. Astronomy
   c. Biology
   d. Business
   e. Computer science
   f. Chemistry
   g. Education
   h. Engineering
   i. Geography
   j. Mathematics
   k. Physics
   l. Other disciplines may be chosen with submission and approval of a petition through the JSG Student Services Office.

6. Enough additional upper-division coursework to total 36 semester hours.

Major Requirements

BA Geological Sciences

1. GEO 401 or GEO 303, GEO 405, 416K, 416M, and 420K.

2. Six semester hours in biology.

3. CH 301 and CH 302.

4. Three semester hours in physics.

5. Enough additional coursework to total 32 semester hours in geological sciences.

6. A total of 120 hours of coursework including core, prescribed and major work.

Suggested Arrangement of Courses

BA Geological Sciences

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<th>Hours</th>
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174  John A. and Katherine G. Jackson School of Geosciences 09/23/20
Bachelor of Science in Environmental Science

Admission to the Environmental Science Program

All freshmen and external transfer students majoring in environmental science (EVS) are first admitted to the University as entry-level EVS majors in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences. After completing a minimum of 24 hours in residence, students may select the EVS degree plan that best suits their long-term interests and, if necessary, transfer to the appropriate college/school in accordance with the regulations and procedures set forth in that college or school’s General Information Catalog.

Freshman Admission

Freshmen applicants seeking admission to the EVS major through the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences must meet the calculus readiness requirement by the official admissions application deadline. More information about the calculus readiness requirement is available through the University Admissions Office or online.

Freshmen applicants to the EVS major from all three colleges/schools are reviewed and admitted as a single cohort. Applicants should use the ApplyTexas online application and select the ‘Environmental Science, Entry-Level’ major option listed in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences as a first-choice major. Applicants should apply to the EVS program in the college that best suits their anticipated area of focus (geological sciences, or geographical sciences, or biological sciences, respectively).

External Transfer Admission

Students who wish to transfer to the University from another college or university must apply to the Office of Admissions as described in the General Information Catalog. External transfer applicants seeking admission to the Environmental Science (EVS) Degree Program through the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences must demonstrate calculus readiness by the official admissions application deadline. Details regarding transfer calculus readiness are available through the University Admissions Office or online.

External transfer applicants to the EVS major from all three colleges/schools are reviewed and admitted as a single cohort. Applicants should use the ApplyTexas online application and select the ‘Environmental Science, Entry-Level’ major option listed in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences as a first-choice major. Applicants should apply to the EVS program in the college that best suits their anticipated area of focus (geological sciences, geographical sciences, or biological sciences, respectively).

Internal Transfer Admission

Internal transfer, entry-level applications submitted to the EVS major through the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences are reviewed and admitted as a single cohort. All internal transfer applicants should use the online EVS Program Transfer Application and must meet the requirements for internal transfer given in the General Information Catalog.

To be competitive for admission, internal transfer applicants should have a grade point average of at least 3.00 in Biology 311C, CH 301, Mathematics 408C or 408N or 408K, and GEO 401 or GEO 303.

Additional Information for all internal transfer applicants:

- Application Deadline: March 1st for entry the following academic year.
- Only currently enrolled students in good academic standing with their college of residence may apply.
- Students may apply during the semester they are completing the introductory science and math courses listed above, University grade point average, and other factors including, but not limited to, difficulty of course load, course repetitions, proven mathematical ability, and interest in the field of Environmental Science.

Students should consult with an Academic Adviser for additional information on the application process and deadlines.

The Bachelor of Science in Environmental Science

The Bachelor of Science in Environmental Science degree program is designed for students interested in an interdisciplinary scientific perspective on environmental and sustainability issues, analysis, and management. The degree program provides the broad foundation in physical, life, and social sciences needed for a career or graduate study in environmental science and related fields such as climate change, ecology, and conservation. Students who complete the program...
successfully will be able to assess environmental issues critically from multiple perspectives; perform field, laboratory, and computer analyses; and conduct original research. The program is designed to prepare graduates for careers in local, state, and federal government laboratories and nonprofit agencies, environmental consulting firms, environmental education and outreach agencies, and universities and other research settings. The degree is offered by the Jackson School with a major in geological sciences, by the College of Liberal Arts with a major in geographical sciences, and by the College of Natural Sciences with a major in biological sciences. The degree programs share common prescribed work, but each major has its own specific requirements. Students may earn only one Bachelor of Science in Environmental Science degree from the University.

The Bachelor of Science in Environmental Science curriculum consists of 126 semester hours of coursework. All students must complete the University's core curriculum. The specific degree requirements consist of prescribed work, major requirements, and electives. In some cases, a course that is required for the degree may also be counted toward the core curriculum.

A course in one prescribed work area may not also be used to fulfill the requirements of another prescribed work area; the only exception to this rule is that a course that fulfills any other requirement may also be used to fulfill a flag requirement unless otherwise specified.

In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the following Skills and Experience flags:

1. Writing: three flagged courses beyond RHE 306 or its equivalent; students in the College of Natural Sciences and the Jackson School of Geosciences must complete only two flagged writing courses. For students in the College of Natural Sciences and the College of Liberal Arts, at least one writing flag must be from an upper-division course.
2. Quantitative reasoning: one flagged course.
3. Global cultures: one flagged course.
5. Ethics: one flagged course.
6. Independent inquiry: one flagged course.

### Prescribed Work Common to All Environmental Science Majors

1. Mathematics: Mathematics 408C, or 408N and 408S, or 408K and 408L
2. Chemistry: CH 301 or 301H; CH 302 or 302H; and CH 204
3. Physics: Physics 317K and 117M, Physics 303K and 103M, or PHY 301 and 101L
4. Biological Sciences: Biology 311C and 311D, or 315H
5. Ecology:
   a. Biology 373 or Marine Science 320. Marine Science 320 may not be used to satisfy both requirement 5a and requirement 10c. Environmental Science majors in the College of Natural Sciences must choose Biology 373.
   b. Biology 373L or Marine Science 120L. Environmental Science majors in the College of Natural Sciences must choose Biology 373L
6. Geological Sciences: GEO 401 or GEO 303 or Geography 401C; Geological Sciences 346C; and an approved geological sciences course in sustainability.
7. Geography: Geography 335N
8. Field experience and research methods: Environmental Science 311 and 121
9. Capstone Research Experience: one of the following pairs:
   a. Environmental Science 271 and 371 or Environmental Science 171 and 471
   b. Environmental Science 172C and 472D or Environmental Science 272C and 372D
   c. Environmental Science 271 or Marine Science 370, and one of the following: Chemistry 320M, Geography 460G, 368C, 462K, Geological Sciences 327G, Mathematics 408D, 408M, Statistics and Data Sciences 321 or 328M. Note: Geography 460G, 462K, and Geological Sciences 327G may not be used to satisfy both requirement 9c and 10b. Statistics and Data Sciences 321 and 328M may not be used in this requirement by students in the College of Natural Sciences. Biology 377 may substitute for Environmental Science 271 with prior approval of the faculty advisor. Tutorial Course 660HA and 660HB may substitute for Environmental Science 271 and 371 with prior approval of the faculty advisor. Geological Sciences 172H, 173H and 379H may substitute for Environmental Science 271 and 371 with prior approval of the faculty advisor. Natural Sciences 323 and 371 may substitute for Environmental Science 271 and 371 with prior approval of the faculty advisor.
10. Environmental and sustainability themes: One course in each of the following thematic areas:
   b. Geographic information systems: Geography 460G, 462K, Geological Sciences 327G
   d. Environmental economics, sustainability, and business: Economics 304K, 330T, Advanced Placement credit for Economics 304L may be used to satisfy this requirement.
11. Environmental Science 141 and 151

### Major Requirements

#### BS EVS: Geological Sciences

The following 36 semester hours of coursework are required; these hours must include at least 12 hours of approved upper-division work in geological sciences.

1. GEO 405, 416K, 416M and 420K
2. Mathematics 408D or 408M
3. Four semester hours of physics in one of the following second semester sequences: Physics 317L and 117N, 303L and 103N, or 316 and 116L.
4. One of the following courses on climate and water: Geological Sciences 338J, 347D, 347G, 376E, 476K, 476M, 376S, 377P. Geological Sciences 371T may count with prior approval of the faculty advisor. (Note: The same course may not be used to satisfy
both requirement 4 of the major requirements and requirement 10c of the prescribed work).

5. Nine additional semester hours of upper division elective coursework in geological sciences not otherwise used to satisfy either prescribed or other major requirements.

6. Enough additional coursework to make a total of 126 semester hours.

Special Requirements

Students must fulfill the University-wide General Requirements, the Special Requirements of the Jackson School, and the Requirements for All Geological Sciences Degree Plans given earlier in this section. They must also earn a grade of at least C- in each course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate under the honors option, students must remain in good standing in the Dean's Scholars Honors Program, must submit an honors thesis approved by the program honors adviser, and must present their research in an approved public forum, such as the college's annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available online.

Suggested Arrangement of Courses

BS Environmental Science: Geological Sciences

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Climate & Water 3 GEO Upper-division 3

Total credit hours: 112

Bachelor of Science in Geological Sciences

The Bachelor of Science in Geological Sciences serves as a professional degree for students planning careers as geologists, geophysicists, or teachers, as well as for those planning to pursue graduate work in the geosciences or a profession such as law or business. Careers are available in the petroleum and related energy industries, resource evaluation, mineral exploration, geologic hazard monitoring, environmental control and reclamation, building foundation evaluation, groundwater contamination studies, soil testing, regional planning, watershed management, climate modeling, and college or secondary school teaching. Graduates may also work in state or federal agencies, in universities or museums, with consulting firms, or with service companies to the energy and mineral industries.

Degree requirements are divided into three categories: university-wide undergraduate degree requirements (the University core curriculum) and flag requirements, prescribed work for the degree, and major requirements. Taken together, these courses constitute a degree option, a degree plan with a particular concentration or emphasis. Thus, students may develop intellectually challenging yet different plans of study according to their personal interests and goals.

Students seeking the Bachelor of Science in Geological Sciences degree must choose one of four options—I: General Geology, II: Geophysics, III: Hydrogeology, or V: Teaching. (Option IV: Environmental Science and Sustainability is no longer offered.)

Requirements for All Geological Sciences Degree Plans

Each student must complete the University's core curriculum. In the process of completing core curriculum and geological sciences degree requirements, students must also earn credit for seven flags including: two writing flags, one quantitative reasoning flag, one global cultures flag, one cultural diversity in the United States flag, one ethics flag, and one independent inquiry flag. In some cases, a course required for the degree/major may also be counted toward the core curriculum. Flags may be added to courses periodically; courses that may be used to fulfill a core curriculum requirement, or a flag requirement if the course carries that flag, unless otherwise specified.

A course in one prescribed work area may not also be used to fulfill the requirements of another prescribed work or major requirement; the only exception to this rule is that a course that fulfills any other requirement may also be used to fulfill a core curriculum requirement, or a flag requirement if the course carries that flag, unless otherwise specified.

GPA Requirements: A cumulative grade point average of at least 2.00 is required on all work undertaken at the University for which a grade or symbol other than Q, W, X, or CR is recorded. In addition, a grade point average of at least 2.00 is required in geological sciences courses counted toward the major requirement.

Course Grades: A grade of at least C- is required in each course used to fulfill any of the requirements for the degree. The official grade in a course is the last one made; however, if a student repeats a course and has two or more grades, all grades and all semester hours are used to calculate the University grade point average and to determine
Option I: General Geology

Major Requirements
1. GEO 405 and 426P.
2. Six semester hours of approved field coursework. This requirement may be met by Geological Sciences 660A and 660B. All field coursework should be completed during the same summer semester.
3. Fifteen additional hours of approved upper-division coursework in geological sciences.

Suggested Arrangement of Courses
BS Geological Sciences, Option I: General Geology

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Total credit hours: 110

Option II: Geophysics

Major Requirements
1. Mathematics 427J and 427L
2. Physics 315 and 115L
4. Six semester hours of approved field coursework. This requirement may be met by Geological Sciences 348K, 660A/660B, 661A/661B, or 679G. All field coursework should be completed during the same summer semester.

5. Three additional hours of approved upper-division coursework in geological sciences.

Suggested Arrangement of Courses

BS Geological Sciences, Option II: Geophysics

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Total credit hours: 108

Option III: Hydrogeology

Major Requirements

1. Mathematics 427J
2. CH 204
4. Six semester hours of approved field coursework that must include Geological Sciences 376L and an additional three semester hours of approved field coursework. This requirement may be met by Geological Sciences 660A/660B, or 377K. All field coursework should be completed during the same summer semester.

5. Nine additional semester hours of approved upper-division coursework in geological sciences.

Suggested Arrangement of Courses

BS Geological Sciences, Option III: Hydrogeology

First Year | Hours | Second Term | Hours |
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Total credit hours: 112

Option V: Teaching

The BS Geological Sciences, Option V. Teaching is designed to fulfill the course requirements for composite science teacher certification for middle school or secondary with geological sciences as the primary teaching field.

Additional Requirements Specific to the BS Geological Sciences, Option V: Teaching

Students must meet the following requirements to graduate and be recommended for certification.
• University grade point average of at least 2.50
• Earned a grade of at least C- in each of the professional development courses and supporting courses listed below as well as all coursework required for the geological sciences degree.
• Successful passing of final teaching portfolio review, conducted by the UTeach-Natural Sciences program. Information about the portfolio review and additional certification requirements is available from the UTeach-Natural Sciences academic advisor.
• Composite certification requires 24 semester hours of coursework in the primary field, 12 hours in a second field, and six hours each in two additional fields.
• In addition, students must fulfill the University’s general requirements and the requirements of the Jackson School of Geosciences.

Students must adhere to the current certification requirements, even if they differ from those listed in the University catalog.

Prescribed Work

1. Professional Development Sequence:
   a. Curriculum and Instruction 651S
   b. Curriculum and Instruction 365C or UTeach-Natural Sciences 350
   c. Curriculum and Instruction 365D or UTeach-Natural Sciences 355
   d. Curriculum and Instruction 365E or UTeach-Natural Sciences 360
   e. UTS 101, 110, and 170

2. Supporting Courses:
   a. Biology 337 (Topic 2: Research Methods: UTeach), Chemistry 368 (Topic 1: Research Methods: UTeach), or Physics 341 (Topic 7: Research Methods: UTeach)
   b. History 329U or Philosophy 329U

3. Middle grades certification: Students seeking middle grades certification, must also complete the following coursework:
   a. Educational Psychology 350G, or both PSY 301 and PSY 304
   b. Curriculum and Instruction 339E

Major Requirements

1. Mathematics 408C. This course also meets the mathematics requirement of the core curriculum. Algebra courses at the level of M 301 or the equivalent may not be counted toward the total number of semester hours required for the degree.

2. To meet the requirements of composite certification, the student must complete the following courses. In meeting this requirement, the student also fulfills parts I and II of the science and technology requirement of the core curriculum.
   a. Biology 311C and 311D
   b. CH 301 and CH 302
   c. Physics 303K and 103M or Physics 303L and 103N; or an equivalent sequence
   d. Enough additional approved coursework in biology, chemistry, or physics to provide the required 12 semester hours in a second field

3. AST 303, AST 307, or 367M
4. MNS 307
5. GEO 401 or GEO 303, GEO 405, 416K, 416M, and 420K or 320L
6. Enough upper-division coursework to total at least 28 semester hours in geological sciences.
7. Enough additional coursework to total 126 semester hours including core, prescribed and major work.

Suggested Arrangement of Courses

BS Geological Sciences, Option V: Teaching, Senior Grades

First Year

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Third Year

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Fourth Year

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Total credit hours: 103-106

Suggested Arrangement of Courses

BS Geological Sciences, Option V: Teaching, Middle Grades

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Second Year

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Third Year

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Fourth Year

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Total credit hours: 123

Bachelor of Science in Geosystems Engineering and Hydrogeology

Geosystems engineers and hydrogeologists are concerned with the development and use of engineering approaches in the management of natural resources from the earth's surface and subsurface, environmental restoration of subsurface sites, and other processes related to the earth sciences. This degree program, offered jointly by the Cockrell School of Engineering and the Jackson School of Geosciences, is designed to teach students the geological and engineering principles needed to solve subsurface resource development and environmental problems. The curriculum includes a fundamental sequence of engineering and geological sciences courses in such areas as multiphase fluid flow, physical hydrology, heat and mass transfer, field methods, and engineering design. This interdisciplinary systems approach, combining engineering and geological sciences, is increasingly required to address complex real-world problems such as characterization and remediation of aquifers. The degree program is designed to prepare graduates for employment with environmental, water resource management, and energy companies in addition to many government agencies. Better-qualified graduates of the program may pursue graduate study in subsurface environmental engineering, petroleum engineering, geology, and other related fields.

The objective of the degree program is to prepare graduates for successful careers in the fields of subsurface environmental engineering (including carbon dioxide sequestration), oil and gas production and services, or similar pursuits. Graduates are expected to understand the fundamental principles of science and engineering behind the technology of geosystems engineering and hydrogeology to keep their education from becoming outdated and to give them the capability of self-instruction after graduation. They should also be prepared to serve society by applying the ideals of ethical behavior, professionalism, and environmentally responsible stewardship of natural resources.

Containing the following elements, the technical curriculum provides both breadth and depth in a range of topics.

- A combination of college-level mathematics and basic sciences (some with experimental work) that includes mathematics through differential equations, physics, chemistry, and geology
- Basic engineering and geologic topics that develop a working knowledge of fluid mechanics, strength of materials, transport phenomena, material properties, phase behavior, and thermodynamics
- Engineering and geosciences topics that develop competence in characterization and evaluation of subsurface geological formations and their resources using geoscientific and engineering methods, including field methods; design and analysis of systems for producing, injecting, and handling fluids; application of hydrogeologic and reservoir engineering principles and practices for water and energy resource development and management; contamination evaluation and remediation methods for hydrologic resources; and use of project economics and resource valuation methods for design and decision making under conditions of risk and uncertainty
- A major capstone design experience that prepares students for engineering and hydrogeologic practice, based on the knowledge and skills acquired in earlier coursework and incorporating engineering and geological standards and realistic constraints

ABET Student Outcomes:

1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
3. an ability to communicate effectively with a range of audiences
4. an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Portable Computing Devices

Students entering Geosystems Engineering and Hydrogeology are required to have access to a portable computing device capable of running programs suitable for use in the classroom and on the university wireless network. The use of this device will be necessary in many required courses, and individual instructors may require the device be brought to class or lab sessions. For a list of minimum system requirements see http://www.pge.utexas.edu/future/undergraduate/program.

Curriculum

Course requirements include courses within the Cockrell School of Engineering and other required courses. In addition, each student must complete the University's Core Curriculum (p. 22). In some cases, a course that fulfills one of the following requirements may also be counted toward core curriculum or flag requirements; these courses are identified below.

In the process of fulfilling engineering degree requirements, students must also complete coursework to satisfy the following flag...
requirements: one independent inquiry flag, one course with a quantitative reasoning flag, one ethics flag, one global cultures flag, one cultural diversity in the US flag, and two writing flags. The independent inquiry flag, the quantitative reasoning flag, the ethics flag, and both writing flags are carried by courses specifically required for the degree; these courses are identified below. Courses that may be used to fulfill flag requirements (p. 23) are identified in the Course Schedule.

Courses used to fulfill technical and nontechnical elective requirements must be approved by the petroleum and geosciences engineering faculty and the geological sciences faculty before the student registers for them.

### Requirements

| Hours | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 4 | 4 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |

### Petroleum and Geosystem Engineering Courses

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<td>PGE 322K</td>
<td>Transport Phenomena in Geosystems</td>
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<td>PGE 323K</td>
<td>Reservoir Engineering I: Primary Recovery</td>
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<td>PGE 323L</td>
<td>Reservoir Engineering II: Secondary and Tertiary Recovery</td>
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<td>PGE 326</td>
<td>Thermodynamics and Phase Behavior</td>
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<td>PGE 333T</td>
<td>Engineering Communication (writing flag and ethics flag)</td>
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<td>PGE 365</td>
<td>Resource Economics and Valuation</td>
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<td>PGE 373L</td>
<td>Geosystems Engineering Design and Analysis (independent inquiry flag)</td>
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<td>PGE 424</td>
<td>Petrophysics</td>
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<td>PGE 427</td>
<td>Properties of Petroleum Fluids (Properties of Petroleum Fluids)</td>
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### Other Required Courses

**Approved engineering elective**

**Approved geosciences technical elective**

### Rhetoric and Writing

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### Suggested Arrangement of Courses

#### BS Geosystems Engineering and Hydrogeology

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**Second Year**

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**Third Year**

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<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 476K</td>
<td>4</td>
<td>C E 357</td>
<td>3</td>
</tr>
<tr>
<td>PGE 322K</td>
<td>3</td>
<td>GEO 420K</td>
<td>4</td>
</tr>
<tr>
<td>PGE 323K</td>
<td>3</td>
<td>PGE 323L</td>
<td>3</td>
</tr>
<tr>
<td>PGE 424</td>
<td>4</td>
<td>PGE 358</td>
<td>3</td>
</tr>
</tbody>
</table>
Minor and Certificate Programs

Minors

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minors and Certificate Programs (p. 13) section of the Undergraduate Catalog.

Students admitted to transcript-recognized minors must contact their academic advisors to have approved minors added to their degree audit profiles. This allows progress toward the credential to be tracked and ensures that minors are added to official transcripts upon graduation, if all requirements are met.

Minors for Geosciences Majors

While a minor is not required as part of any geological sciences degree program, students may choose to complete a minor in a field of study other than their major and to which they gain entry. Students may declare only one minor or certificate to supplement their Jackson School major.

Jackson School students must declare their minor/certificate intentions before they have completed 65 percent of their degree requirements, as indicated on the Interactive Degree Audit (IDA). Exceptions to these policies require prior approval by the dean.

Minors for Non-Geosciences Majors

The minors offered by the Jackson School of Geosciences promote the understanding of Earth as a system, its resources, and environment, for the lasting benefit of humankind. Any non-geosciences student with a University grade point average of at least 2.5 may apply to a JSG minor. Students must apply for admission to the minor, have it added to their degree profiles, successfully complete all requirements, and apply to graduate for it to appear on their transcript.

The Jackson School reserves the right to limit the number of students accepted to the minor. If demand exceeds space, students will be selected based on review of a student’s academic record. Acceptance into the minor does not come with preferences or guarantee of a seat in any GEO course. Registration for any of these courses will require that existing prerequisite course requirements are adequately met.

For more information, please visit the Minor and Certificate Programs section in The University chapter.

Computational Geosciences Minor

The Computational Geosciences Minor provides a selection of courses that will establish an understanding of computational methods in geosciences. The courses in this minor emphasize the understanding of geophysical and geochemical laws and their equations. Students completing this minor will gain knowledge on how to solve such equations, both analytically and numerically, to solve specific geoscience problems (e.g., transport in porous media to study pollutant plumes, wave equation to study earthquakes and seismic methods). Students will use high-level programming tools (e.g., MATLAB, Python).

The Computational Geosciences Minor requires 15 credit hours as follows:

**Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 354</td>
<td>Physics of Earth</td>
<td>3</td>
</tr>
<tr>
<td>One of the following four courses:</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>GEO 325G</td>
<td>Computational Applications in the Geosciences</td>
<td></td>
</tr>
<tr>
<td>GEO 325K</td>
<td>Computational Methods</td>
<td></td>
</tr>
<tr>
<td>GEO 325M</td>
<td>Numerical Modeling in the Geosciences</td>
<td></td>
</tr>
<tr>
<td>GEO 366M</td>
<td>Mathematical Methods in Geophysics</td>
<td></td>
</tr>
<tr>
<td>Two upper-division GEO courses:</td>
<td></td>
<td>6 or 7</td>
</tr>
<tr>
<td>GEO 344U</td>
<td>Quantitative Seismic Interpretation</td>
<td></td>
</tr>
<tr>
<td>GEO 347G</td>
<td>Climate System Modeling</td>
<td></td>
</tr>
<tr>
<td>GEO 355G</td>
<td>Geodynamics of the Lithosphere and Mantle</td>
<td></td>
</tr>
<tr>
<td>GEO 360G</td>
<td>Construction and Interpretations of 3-D Stratigraphy</td>
<td></td>
</tr>
<tr>
<td>GEO 365N</td>
<td>Seismic Data Processing</td>
<td></td>
</tr>
<tr>
<td>GEO 365P</td>
<td>Potential Field Applications in Geophysics</td>
<td></td>
</tr>
<tr>
<td>GEO 465K</td>
<td>Seismic Exploration</td>
<td></td>
</tr>
</tbody>
</table>

List of additional upper-division course options available on the JSG website.

Please Note:

Registration for any of these courses requires that existing prerequisite course requirements are adequately met.

Petitions to substitute another course to use toward any requirement must be submitted to the JSG Advising Office prior to the start of the semester in question.

Geosciences Minor

The Geosciences Minor provides a selection of courses that will establish an understanding of the Earth’s history, evolution, and its properties. The courses in this minor emphasize the chemical, physical, and biological processes that shape the Earth system. Students completing this minor will gain knowledge in the methods geologists use to characterize geological processes, such as identifying rocks, minerals, and fossils. They will also examine the role of geological processes on geological hazards (e.g. volcanos, tsunamis) and water and energy resources. The opportunity to gain skills analyzing data from laboratory and field settings supplement multiple other areas of study such as engineering, education, and business.

The Geosciences Minor requires 16 credit hours as follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 316L, 316M, 316N, or 316P</td>
<td>Geophysics</td>
<td>3</td>
</tr>
<tr>
<td>GEO 428</td>
<td>Geoscience technical elective</td>
<td>3</td>
</tr>
<tr>
<td>GEO 376G</td>
<td>American history</td>
<td>3</td>
</tr>
<tr>
<td>PGE 365</td>
<td>Visual and performing arts</td>
<td>3</td>
</tr>
<tr>
<td>Engineering technical elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Total credit hours: 132
Hydrology Minor
The Hydrology Minor provides a selection of courses that will establish an understanding of the water cycle and associated hydrological processes. The courses in this minor emphasize physical and chemical processes that control the movement of water through the Earth system and water quality. Students completing this minor will gain knowledge in the methods hydrologists use to characterize hydrological processes, including environmental monitoring data and aquifer properties.

The Hydrology Minor requires 16 credit hours as follows:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEO 346C Introduction to Physical and Chemical Hydrogeology</td>
<td>3</td>
</tr>
<tr>
<td>GEO 476K Groundwater Hydrology</td>
<td>4</td>
</tr>
<tr>
<td><strong>Two upper-division GEO courses:</strong></td>
<td>6 or 7</td>
</tr>
<tr>
<td>GEO 372S Geochemical Problem Solving with Atoms and Ions</td>
<td></td>
</tr>
<tr>
<td>GEO 376S Physical Hydrology</td>
<td></td>
</tr>
<tr>
<td>GEO 476M Aqueous Geochemistry</td>
<td></td>
</tr>
<tr>
<td>GEO 476W Hydrogeophysics</td>
<td></td>
</tr>
<tr>
<td>GEO 377K Applied Karst Hydrogeology</td>
<td></td>
</tr>
</tbody>
</table>

List of additional upper-division course options available on the JSG website.

Please Note:
Registration for any of these courses requires that existing prerequisite course requirements are adequately met.
Petitions to substitute another course to use toward any requirement must be submitted to the JSG Advising Office prior to the start of the semester in question.

Certificate Programs
Computational Science and Engineering Certificate
The Computational Science and Engineering Certificate program is sponsored by the Cockrell School of Engineering, the Jackson School of Geosciences, the College of Liberal Arts, and the College of Natural Sciences; it is administered by the Institute for Computational Engineering and Sciences (ICES). Information regarding the specific requirements of the Certificate can be found in the Cockrell School of Engineering’s Minor and Certificates (p. 144) section of the Undergraduate Catalog.

Courses
Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Geological Sciences: Environmental Science (EVS) and Geological Sciences (GEO).
School of Information

Eric T. Meyer, PhD, Dean
Soo Young Rieh, PhD, Associate Dean for Education
Anthony Grubesic, PhD, Associate Dean for Research
Mary Carla Criner, PhD, Assistant Dean
http://www.ischool.utexas.edu/

General Information

The School of Information (also called the iSchool) offers the Bachelor of Arts with a major in Informatics*, the Bachelor of Science with a major in Informatics*, the Master of Science in Information Studies, the Master of Science in Information Security and Privacy and the Doctor of Philosophy. In addition, the School of Information offers a Minor in Informatics designed to complement many other undergraduate degree programs at The University of Texas at Austin. Students also have the option of tailoring the Informatics Minor sequence to focus their studies on Human-Computer Interaction or Digital Humanities. Please contact the advising office in your home department for details about adding a minor.

Our Vision

The goal of the The University of Texas at Austin's School of Information is to be the premier research and education program for the 21st century field of information. We are changing the future by engaging the present and preserving the past. Research and teaching at the iSchool changes the ways that we interact with information and technology, changes how information can make the world a better and fairer place, and changes the ways we protect and preserve our collective memory.

Core Values

Information serves humanity. At the School of Information, we are committed to making a positive difference in people’s lives through excellence in research, teaching, and public engagement. We understand that information technologies must serve the needs of people, and that access to reliable and trustworthy information is essential to a functioning civil society. Information technologies and systems must be designed to augment and enhance human and organizational capabilities; doing so requires bringing people into the process from the start. All emerging technologies raise ethical and social issues that require study, research, and intervention. Multidisciplinary and transdisciplinary approaches such as those that are central to the School of Information offer the best hope for building information systems and shaping information practices that will serve the public interest.

These core values underpin our efforts to shape the field of information for human and social benefit by:

- Discovering new and vital knowledge about information
- Educating the next generation of leaders in the information professions
- Developing new scholars who will advance knowledge
- Improving society through service and collaboration
- Applying human-centered values to all our work

History

What is now the School of Information was founded in 1948 to educate information professionals. Since that time, the name of the School and of the degrees offered have changed several times, but we have always balanced the values of information access as a human and social benefit with the intellectual and technical skills needed to lead developments in the information age.

The School has offered master's degrees since 1948, and doctoral degrees since 1970. Undergraduate teaching has been part of the School for many years, but 2021 marks the inaugural year that students will be able to earn a complete undergraduate degree (either a B.A. or a B.S. in informatics) from the School of Information.

Facilities

The School of Information provides students with a wide variety of workspaces, labs, and equipment. Some labs are open regular hours and others require a reservation, but all are available for student use and students are encouraged to make full use of them.

The Information eXperience Lab

The Information eXperience Lab is a research facility dedicated to the science of information studies, the empirically-based design of human-information interaction, and the education of students in the process of both. This state-of-the-art lab is used to conduct experiments on human-information processing and usability, accessibility, and other studies of the interaction between humans and information sources.

The Digital Archaeology Lab

The Digital Archaeology Lab is a significant part of the School of Information’s research and education in digital archiving. The facility provides multiple computer platforms, including a complete forensic workstation, a variety of media drives, and current and legacy software for the purpose of recovering digital objects from noncurrent environments for transfer into a preservation environment. Students and faculty carry out research to develop extraction protocols and to test efficient and safe means of treating legacy media and formats.

The Information Retrieval and Crowdsourcing Lab

The Information Retrieval and Crowdsourcing Lab was established to advance the state-of-the-art methodologies for search and human computation/crowdsourcing. The aim is to integrate crowdsourcing with automatic algorithms to improve search engine experiences, capabilities, and evaluation.

The Conservation Lab

The Conservation Lab contains a large variety of tools and equipment for examination, analysis, photo documentation, and conservation treatment of books and paper. A thorough sample collection, including more than 10,000 photographs and many other materials, is available for student use.

The IT Lab

The IT Lab offers desktop computers (Windows & Mac), a wide variety of software utilized in iSchool and UT courses, printing services, computer and a/v equipment borrowing, and a variety of IT teaching resources. IT Lab attendants assist students, faculty, and staff.

The Digitization Suite

The Digitization Suite is used in digitization coursework. It can also serve as a small classroom for specialized course sessions, and provides a cross section of current and legacy digitization equipment for text, slides, audio, and video.

Sound Rooms

The sound rooms are small individual rooms with higher-end equipment where people can record and edit audio, edit movies, create tutorials, or experiment with the latest voice recognition software.
Student Services

Our students are a vital part of our scholarly community, and we provide services to facilitate students’ development and enrichment year-round. Our student support staff is available to help majors and non-majors with their academic and career questions.

Academic Advising

The academic advisor’s office is responsible for providing information and advice to undergraduate students. The students are also advised to consult their Degree Audit (p. 186) on a regular basis in order to keep track of their own academic progress.

Career Development

The School Career Development Office is a collaborative partnership with faculty and staff to empower students to achieve their dreams beyond academics. The Career Development Office supports the students and alumni of the School of Information by offering career development and job search resources, connecting them to employers, mentors, and key professionals. The School Career Development Office is located on the fifth floor of the UT Administration Building (UTA 5.338).

Graduation with University Honors

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors. Criteria for graduation with University Honors are given in the General Information Catalog.

School Honors

Students wishing to pursue School of Information honors must meet all Bachelor of Arts* or Bachelor of Science* degree requirements as well as the following:

- Minimum grade point average of 3.5 across all informatics coursework
- Complete an Honors Thesis in Informatics in lieu of the traditional Capstone
- Complete an additional three hours of Informatics elective coursework

*Degree pending approval by the Texas Higher Education Coordinating Board, per Texas Education Code Section 61.0512, at the time of publication.

Admission and Registration

Admission

Admission and re-admission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is given in the General Information Catalog.

Admission Policies of the School

Students admitted to the University with deficiencies in high school units must remove them by the means prescribed in the General Information Catalog. Course credit used to remove deficiencies may not be counted toward the student’s degree.

Registration

The General Information Catalog gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The Course Schedule, published before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and General Information Catalog are published on the registrar’s website.

Academic Policies and Procedures

Honors

University Honors

The designation University Honors, awarded at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered. Criteria for University Honors are given in the General Information Catalog.

Special Requirements of the School of Information

All students must fulfill the General Requirements for graduation. In addition, students in the School of Information must be registered in the School either in residence or in absentia the semester or summer session the degree is to be awarded and must apply to the dean for the degree no later than the date specified in the official academic calendar.

The student must have an official degree audit on file prior to applying for the degree.

Degree Audit

An electronic degree audit is created for each student each semester. Students should view the audit through IDA, the University’s Interactive Degree Audit system, on a regular basis. The degree audit tells the student the courses they must take and the requirements they must fulfill to receive the degree. While the degree audit normally provides an accurate statement of requirements, students are responsible for knowing the requirements for their degree as stated in a catalog under which they are eligible to graduate and for registering so as to fulfill all these requirements. If in doubt about any requirement, students should always speak with a School of Information academic advisor prior to registration.

Applying for Graduation

Each student seeking a degree* from the School of Information must meet with a School of Information advisor prior to registering for the last semester of the degree program to review their degree audit. Students must also meet with a School of Information advisor during the semester in which they intend to graduate for an official degree audit. The degree audit is essential to ensure that the student is on track to meet all the degree requirements given in a catalog under which they are eligible to graduate.

In the final semester or summer session, a candidate for graduation must apply for the degree by the deadline given in the official academic calendar.
Degrees and Programs

Degrees

The School of Information offers the Bachelor of Arts with a major in Informatics* and the Bachelor of Science with a major in Informatics*. Within each degree, students are offered a choice from six concentration tracks:

Concentration in Cultural Heritage Informatics
Throughout human history, cultural heritage institutions have played a critical role in ensuring that people have access to data, information, and technology, and that data, information, and technology are passed on to the next generation. These skills are also very much in demand in industry. The Cultural Heritage Informatics concentration of the B.S./B.A. with a major in Informatics* will prepare you for a career in collecting, managing, and accessing data and information in a wide range of technological forms. Choosing the concentration in Cultural Heritage Informatics will prepare you for a career working in cultural heritage organizations such as galleries, libraries, archives, and museums, or applying the same skills within corporations that face challenges in managing, describing, preserving, and accessing data and information.

Concentration in Health Informatics
Delivering and managing high-quality healthcare requires expertise in data, information, and technology. The Health Informatics concentration of the B.S./B.A. with a major in Informatics* will prepare you for a career applying expertise in health informatics in the healthcare industry, including designing and using information technologies to improve healthcare delivery, healthcare management, and health outcomes. Choosing the concentration in Health Informatics will prepare you for a career in which you leverage data, information, and technology to improve healthcare delivery, healthcare management, and health outcomes.

Concentration in Human-Centered Data Science
Data is one of the most valuable commodities in the information society, and workers who can use data to gain new insights are in great demand. Diverse skills are required to collect, manage, and analyze data, as well as consideration of the great ethical responsibility that comes with collecting, managing, and analyzing data, and the importance of critical thinking skills. The Human-Centered Data Science concentration of the B.S./B.A. with a major in Informatics* will prepare you for a career involving artificial intelligence, machine learning, information retrieval, data curation, and data analysis. Choosing the concentration in Human-Centered Data Science will prepare you for a career in which you leverage data, information, and technology to benefit society.

Concentration in Social Informatics
Data, information, and technology are revolutionizing how organizations work. The Social Informatics concentration of the B.S./B.A. with a major in Informatics* will prepare you for a career leveraging data, information, and technology to improve the efficiency and effectiveness of people and organizations where information, technology, and people intersect, while also providing a more ethical and humane environment for workers and society more broadly. Choosing the concentration in Social Informatics will prepare you for a career in which you play a critical role in shaping information policies, improving organizational efficiency and effectiveness, enhancing societal sustainability, and advocating for responsibility and the public interest.

Concentration in Social Justice Informatics
Data, information, and technology have the potential to reduce or eliminate inequalities in society, but they can also lead to exacerbating existing inequalities or creating new ones. The Social Justice Informatics concentration of the B.S./B.A. with a major in Informatics* will prepare you for a career leveraging data, information, and technology for societal good, helping to ensure a level playing field for everyone in the information age. Choosing the concentration in Social Justice Informatics will prepare you for a career that involves leveraging data, information, and technology to empower individuals within society and to eliminate inequalities and injustices within society.

Concentration in User Experience Design
Design of data, information, and technology systems needs to be rooted in the user experience and the broader societal impacts of design. The User Experience Design concentration of the B.S./B.A. with a major in Informatics will prepare you for a career in user experience, interaction design, human factors, and web and mobile app design. Choosing the concentration in User Experience Design will give you the skills to design cutting-edge information technologies that will benefit users and society.

Applicability of Certain Courses

Physical Activity Courses
Physical activity (PED) courses are offered by the Department of Kinesiology and Health Education. Up to three semester hours of physical activity coursework may be counted as electives toward any School of Information degree*. All physical activity courses are counted among courses for which the student is enrolled, and the grades are included in the grade point average.

ROTC Courses
The Departments of Air Force Science, Military Science, and Naval Science maintain ROTC units on campus. Information about each program is available from the chair of the department concerned.

Twelve semester hours of coursework in air force science, military science, or naval science may be counted toward any degree* in the School of Information. Such credit may be used only as electives or to fulfill the writing requirement, and only by students who are commissioned by the University ROTC program.

Courses Taken on the Pass/Fail Basis
No more than 12 semester hours taken on the pass/fail basis may be counted toward School of Information degrees*. In general, courses taken on the pass/fail basis will count as general electives. Coursework required for School of Information major requirements cannot be taken pass/fail. Complete rules on registration on the pass/fail basis are given in the General Information Catalog.

Correspondence and Extension Courses
Credit that a University student in residence earns simultaneously by correspondence or extension from the University or elsewhere or in residence at another school will not be counted toward a degree in the School of Information unless specifically approved in advance by the dean. For additional information about correspondence work by resident students, see the General Information Catalog.

In the semester they plan to graduate, students may not take any course to be counted toward the degree at another institution or through University Extension; students who plan to graduate at the end of the
summer session may request approval to take transfer work only in the first summer term.

**Bible Courses**

Bible courses may be counted as lower-division electives in School of Information degree programs* that have room for such electives. No more than 12 semester hours of such work may be counted toward any degree offered by the University.

*Degree pending approval by the Texas Higher Education Coordinating Board, per Texas Education Code Section 61.0512, at the time of publication.

**Bachelor of Arts***

A total of 120 semester hours is required. Thirty-six hours must be in upper-division courses. At least 60 hours, including 21 hours of upper-division coursework, must be completed in residence at the University; at least 24 of the last 30 hours must be completed in residence at the University. Provided residence rules are met, credit may be earned with the approval of the dean by examination, by extension, by correspondence, or by work transferred from another institution. Up to 12 semester hours of classroom and/or correspondence coursework may be taken on the pass/fail basis; this coursework may be counted only as electives.

All students must complete the University’s Core Curriculum. In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: two flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the *Course Schedule*. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic adviser.

- The specific requirements for the Bachelor of Arts with a major in Informatics* consist of prescribed work, the major, and electives. Only in the following cases may a single course be counted toward more than one requirement:
  1. A course that fulfills a core curriculum requirement may also be counted toward any specific requirement of the Informatics major unless otherwise stated below.
  2. Courses counted toward the prescribed work may also be counted toward the Informatics major.
  3. A course that fulfills another requirement may also be used to fulfill a flag requirement.

**Prescribed Work**

1. I 302,
2. Informatics 372, *Career Success in the Digital Organization*
3. Research Methods and Statistics: six credit hours from an approved list of courses.
4. I 303, or equivalent coursework from an approved list.
5. Programming: Beginning-level programming proficiency, I 304, or another course from an approved list.
6. Foreign Language: Beginning-level proficiency coursework, or the equivalent, in a foreign language.
7. Six credit hours of additional Liberal Arts coursework or equivalent from an approved list.

**Major Requirements**

**Cultural Heritage Informatics Concentration**

1. I 301,
2. *Introductory Concentration course:* Informatics 310C
3. Additional introductory concentration course: Informatics 310D, 310J, 310M, 310S, or 310U.
4. *Advanced concentration coursework:* Nine credit hours of advanced topics coursework in Informatics 320C, *Topics in Cultural Heritage Informatics*.
5. Informatics 379C, *Capstone* (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, *Honors Thesis*).
6. Informatics elective: Three hours of Informatics elective coursework in the School of Information.

**Human-Centered Data Science Concentration**

1. I 301,
2. *Introductory Concentration course:* Informatics 310D
3. Additional introductory concentration course: Informatics 310C, 310J, 310M, 310S, or 310U.
4. *Advanced concentration coursework:* Nine credit hours of advanced topics coursework in Informatics 320D, *Topics in Human-Centered Data Science*.
5. Informatics 379C, *Capstone*, (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, *Honors Thesis*).
6. Informatics elective: Three hours of Informatics elective coursework in the School of Information.

**Social Justice Informatics Concentration**

1. I 301,
2. *Introductory Concentration course:* Informatics 310J
3. Additional introductory concentration course: Informatics 310C, 310D, 310M, 310S, or 310U.
5. Informatics 379C, *Capstone* (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, *Honors Thesis*).
6. Informatics elective: Three hours of Informatics elective coursework in the School of Information.

**Health Informatics Concentration**

1. I 301,
2. *Introductory Concentration course:* Informatics 310M
3. Additional introductory concentration course: Informatics 310C, 310D, 310J, 310S, or 310U.
4. *Advanced concentration coursework:* Nine credit hours of advanced topics coursework in Informatics 320M, *Topics in Health Informatics*. 
5. Informatics 379C, Capstone (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, Honors Thesis).
6. Informatics elective: Three hours of Informatics elective coursework in the School of Information.

Social Informatics Concentration

1. I 301,
2. Introductory Concentration course: Informatics 310S
3. Additional introductory concentration course: Informatics 310C, 310D, 310J, 310M, or 310U.
4. Advanced concentration coursework: Nine credit hours of advanced topics coursework in Informatics 320S, Topics in Social Informatics.
5. Informatics 379C, Capstone (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, Honors Thesis).
6. Informatics elective: Three hours of Informatics elective coursework in the School of Information.

User Experience Design Concentration

1. I 301,
2. Introductory Concentration course: Informatics 310U
3. Additional introductory concentration course: Informatics 310C, 310D, 310J, 310M, or 310S.
4. Advanced concentration coursework: Nine credit hours of advanced topics coursework in Informatics 320U, Topics in User Experience Design.
5. Informatics 379C, Capstone (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, Honors Thesis).
6. Informatics elective: Three hours of Informatics elective coursework in the School of Information.

Electives

In addition to the core curriculum, prescribed work, and major, students must complete enough elective coursework to provide the 120 semester hours required for the degree. These 120 hours may include no more than 12 hours of designated coursework in air force science, military science, or naval science; 12 hours completed on the pass/fail basis; and 36 hours in any other single college or school of the University.

Minors and Certificates

Students may choose to pursue a minor and/or certificate to offset elective credit. The minor or certificate consists of a specific number of semester hours of coursework completed outside the student’s major field. The requirements of the minor or certificate are established by the offering department. Only one minor may be declared per major. Before planning to use a course to fulfill the minor or certificate requirement, the student should consult the department that offers the course.

*Degree pending approval by the Texas Higher Education Coordinating Board, per Texas Education Code Section 61.0512, at the time of publication.

Bachelor of Science*

A total of 120 semester hours is required. Thirty-six hours must be in upper-division courses. At least 60 hours, including 21 hours of upper-division coursework, must be completed in resident at the University; at least 24 of the last 30 hours must be completed in residence at the University. Provided residence rules are met, credit may be earned with the approval of the dean by examination, by extension, by correspondence, or by work transferred from another institution. Up to 12 semester hours of classroom and/or correspondence coursework may be taken on the pass/fail basis; this coursework may be counted only as electives.

All students must complete the University's Core Curriculum. In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: two flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic advisor.

The specific requirements for the Bachelor of Science with a major in Informatics* consist of prescribed work, the major, and electives. Only in the following cases may a single course be counted toward more than one requirement:

1. A course that fulfills a core curriculum requirement may also be counted toward any specific requirement of the Informatics major unless otherwise stated below.
2. Courses counted toward the prescribed work may also be counted toward the Informatics major.
3. A course that fulfills another requirement may also be used to fulfill a flag requirement.

Prescribed Work

1. I 302,
2. Informatics 372, Career Success in the Digital Organization,
3. Research Methods and Statistics: six credit hours from an approved list of courses
4. I 303, or equivalent coursework from an approved list.
5. Programming: Beginning-level programming proficiency, I 304, or another course from an approved list.
6. Foreign Language: Beginning-level proficiency coursework, or the equivalent, in a foreign language
7. Six additional credit hours in science, technology, engineering, and math from an approved coursework list.

Major Requirements

Cultural Heritage Informatics Concentration

1. I 301,
2. Introductory concentration course: Informatics 310C
3. Additional introductory concentration course: Informatics 310D, 310J, 310M, or 310U.
4. Advanced concentration coursework: Nine credit hours of advanced topics coursework in Informatics 320C, Topics in Cultural Heritage Informatics,
5. Informatics 379C, Capstone (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, Honors Thesis)
6. **Informatics elective**: Three hours of Informatics elective coursework in the School of Information.

**Human-Centered Data Science Concentration**
1. I 301,
2. **Introductory concentration course**: Informatics 310D.
3. Additional introductory concentration course: Informatics 310C, 310J, 310M, 310S, or 310U.
4. Advanced concentration coursework: Nine credit hours of advanced topics coursework in Informatics 320D, *Topics in Human-Centered Data Science*.
5. Informatics 379C, Capstone (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, *Honors Thesis*).
6. **Informatics elective**: Three hours of Informatics elective coursework in the School of Information.

**Social Justice Informatics Concentration**
1. I 301,
2. **Introductory concentration course**: Informatics 310J.
3. Additional introductory concentration course: 310C, 310D, 310M, 310S, or 310U.
5. Informatics 379C, Capstone. (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, *Honors Thesis*).
6. **Informatics elective**: Three hours of Informatics elective coursework in the School of Information.

**Health Informatics Concentration**
1. I 301,
2. **Introductory concentration course**: Informatics 310M.
3. Additional introductory concentration course: Informatics 310C, 310D, 310J, 310S, or 310U.
4. Advanced concentration coursework: Nine credit hours of advanced topics coursework in Informatics 320M, *Topics in Health Informatics*.
5. Informatics 379C, Capstone (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, *Honors Thesis*).
6. **Informatics elective**: Three hours of Informatics elective coursework in the School of Information.

**Social Informatics Concentration**
1. I 301,
2. **Introductory concentration course**: Informatics 310S.
3. Additional introductory concentration course: Informatics 310C, 310D, 310J, 310M, or 310U.
5. Informatics 379C, Capstone (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, *Honors Thesis*).
6. **Informatics elective**: Three hours of Informatics elective coursework in the School of Information.

**User Experience Design Concentration**
1. I 301,
2. **Introductory concentration course**: Informatics 310U.
3. Additional introductory concentration course: Informatics 310C, 310D, 310J, 310M or 310S.
5. Informatics 379C, Capstone. (Students pursuing the School of Information Honors distinction may substitute Informatics 679H, *Honors Thesis*).
6. **Informatics elective**: Three hours of Informatics elective coursework in the School of Information.

**Electives**
In addition to the core curriculum, prescribed work, and major, students must complete enough elective coursework to provide the 120 semester hours required for the degree. These 120 hours may include no more than 12 hours of designated coursework in air force science, military science, or naval science; 12 hours completed on the pass/fail basis; and 36 hours in any other single college or school of the University.

**Minors and Certificates**
Students may choose to pursue a minor and/or certificate to offset elective credit. The minor or certificate consists of a specific number of semester hours of coursework completed outside the student’s major field. The requirements of the minor or certificate are established by the offering department. Only one minor may be declared per major. Before planning to use a course to fulfill the minor or certificate requirement, the student should consult the department that offers the course.

*Degree pending approval by the Texas Higher Education Coordinating Board, per Texas Education Code Section 61.0512, at the time of publication.*

**Minor and Certificate Programs**

**Minor**
The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the *Minors and Certificate Programs* (p. 13) section of the *Undergraduate Catalog*.

**Informatics Minor**
Fifteen semester credit hours composed of:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six upper-division credit hours in Informatics</td>
<td>6</td>
</tr>
<tr>
<td>Six additional credit hours in Informatics</td>
<td>6</td>
</tr>
</tbody>
</table>

Courses presented for the minor must have grades of at least C-.

**Certificate Programs**
A student may not earn any transcript-recognized certificate in the same field as his or her major, and at least one certificate course must be outside the requirements of the major. However, certificate courses outside the major may be counted toward other degree requirements.
Students admitted to transcript-recognized certificates must contact their academic advisors to have approved certificates added to their degree audit profiles. This allows progress toward the credential to be tracked and ensures that certificates are added to official transcripts upon graduation, if all requirements are met.

To see a full list of certificates offered at the University, please see Minor and Certificate Programs (p. 15) section of the Undergraduate Catalog.

Digital Humanities Certificate

The Digital Humanities Certificate is sponsored by the College of Liberal Arts and the School of Information; it is administered by the College of Liberal Arts. Information regarding the specific requirements of the minor can be found in the College of Liberal Arts’ Minor and Certificate Programs (p. 234) section of the Undergraduate Catalog.

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the School of Information: Identity Management and Security (IMS), Informatics (I), Information Security and Privacy (ISP), and Information Studies (INF).
**College of Liberal Arts**

Ann H. Stevens, PhD, Dean  
Richard R. Flores, PhD, Senior Associate Dean, Academic Affairs  
Mia Carter, PhD, Associate Dean, Student Affairs  
Robert Crosnoe, PhD, Associate Dean, Research and Graduate Studies  
Joseph TenBarge, BA, Assistant Dean, Facilities and Technology  
https://liberalarts.utexas.edu/

**General Information**

**Arts and Sciences Education**

The academic program offered cooperatively by the College of Liberal Arts and the College of Natural Sciences provides what is sometimes referred to as a “liberal arts” or an “arts and sciences” education. No matter what area of knowledge a student intends to specialize in, the program of study will require courses in both colleges. The colleges work together to ensure that the individual interests and needs of the students pursuing an arts and sciences program are met.

Guidelines for developing a coherent plan of study are provided by major requirements, by sequential prerequisites, and by optional patterns of emphasis. Departmental majors, areas of specialization, and interdepartmental programs are designed to enable every student to study at least one field in depth. These programs are sufficiently broad in scope to allow students in the same major to develop quite different plans of study in pursuit of their individual interests and goals. Each student should choose courses that are intellectually challenging and that contribute to his or her long-term objectives.

Arts and sciences students are required to take a certain number of courses in the natural sciences, the social and behavioral sciences, and the humanities. Consequently, whatever their fields of study, they have the opportunity to learn something about the basic differences in the ways questions are raised and answered in several fields of inquiry, and about the techniques for validating the answers and putting the results to use. At the same time, they may gain some of the philosophical and historical perspectives that illuminate and give form to general or specialized knowledge and help to reveal its relevance.

Both teachers and students sometimes make the assumption that independent and creative study is exclusively for the gifted. In fact, the primary requirement is that the student be highly motivated, although he or she must also demonstrate ability. The departments that make up the two arts and sciences colleges encourage all qualified students to work independently in special honors courses and seminars and in conference, studio, or laboratory work. The student is free to define a major, to determine whether a given assignment will be an adventure or a chore, free to develop its latent possibilities or merely satisfy its explicit demands. True creativity presupposes more than a gift for innovation; it requires an unceasing commitment to thinking and working at one’s highest level.

As competence is gained in a chosen field, the mind should be progressively sharpened, disciplined, and enriched. The student who leaves arts and sciences studies with an enhanced understanding of self and humankind, of cultural and historical heritage, of the world and the universe, and of the moral values that make it possible to live a meaningful life, will have made the most of education, having gained something over and above the objective of vocational preparedness.

**Financial Assistance Available through the College**

Special scholarships established by individuals and foundations are open to undergraduates in the College of Liberal Arts. Financial assistance is also available in many College of Liberal Arts departments, centers, and programs for specific undergraduate majors.

Students with financial need should apply for aid through the Office of Scholarships and Financial Aid. The Study Abroad Office also administers a number of awards designed to help qualified students participate in international programs.

Information on College of Liberal Arts scholarships is given online. Information on scholarships awarded through individual departments, centers, and programs is published on their websites.

**Student Services**

**Academic Advising**

The assistant dean for the Student Division, under the guidance of the associate dean, oversees advising activity for all students in the College of Liberal Arts. The Student Division provides administrative and logistical support for all operations relating to students, including adviser training, official degree checks, and graduation certification.

Liberal Arts advisers embrace the idea that advising is teaching, and foster student development through partnerships and practices dedicated to student success. Advisers work with students to identify and achieve academic and life goals and establish a timely graduation plan, encourage critical thinking strategies, and stimulate intellectual and cultural development. In these ways, advisers teach the value of a liberal arts education for engaged, self-directed learners.

Departmental advisers work directly with their students regarding course selection. They also initiate petitions affecting the major or minor, encourage co- and extracurricular activities, including study abroad; and administer honors programs.

Students who have not yet declared a major work directly with Student Division advisers, who guide students through the process of selecting courses and exploring majors. Student Division advisers also work with students on withdrawing from classes, appeals for exceptions to standard policies and procedures, graduation applications, certifying all graduates’ academic programs, and nonacademic issues.

Every student in the college has access to appropriate advisers throughout his or her academic career. In addition, students can create and view their own advising audits using IDA, the Interactive Degree Audit system. The advising audit is produced for advising purposes only and is not an official degree audit.

**Career Services**

Liberal Arts Career Services (LACS) provides career assistance to current and newly graduated liberal arts students. The goal of the office is to connect College of Liberal Arts students with postgraduate and experiential learning opportunities throughout the world.

Through job search advising, résumé critiques, mock interviews, credit-based classes, and a variety of workshops and programs, LACS helps students develop the skills needed to succeed in the job search and in the workplace. LACS also provides comprehensive pre-law advising services, including application assistance and review and law school admission advising.
To connect students to the workplace, LACS manages job and internship postings, provides job and internship fairs and events, and manages an on-campus interviewing program involving a variety of employers and opportunities. Students have access to career management tools and resources with an online recruiting system, LiberalArts@Work. LACS maintains a resource room with books, DVDs, company literature, and job postings.

Hundreds of companies are assisted by LACS each year through computer-based résumé searches, information sessions, and on-campus interviewing. Résumé books for a variety of career fields are available to employers at no charge.

As a complement to the assistance available from LACS, the University’s Sanger Learning Center and the Vick Center for Strategic Advising and Career Counseling in the School of Undergraduate Studies provide career services to all students. The centers offer professional assistance to students in choosing or changing their majors or careers, and planning for graduate study.

For liberal arts students who have completed a teacher certification program, Education Career Services in the College of Education assists with the education job search. Certification candidates must register with Education Career Services, George I. Sánchez Building 216, at the beginning of their student-teaching semester. The office also assists those who wish to find teaching jobs at the college level or in private schools, community colleges, or overseas schools in which certification is not required. See Preparation for Teacher Certification (p. 16) for additional information.

The University makes no promise to secure employment for each graduate.

**Foundation Scholars**

The Foundation Scholars Program (FSP) is an academic transition program for highly motivated first-year students. Foundation Scholars are students who bring a demonstrated record of academic achievement and are strongly motivated to maintain a tradition of academic excellence at The University of Texas at Austin. The goal of FSP is to work with students to create community, develop leadership skills, and connect students to resources at the University. For more information, see [https://liberalarts.utexas.edu/student-affairs/first-year-programs/Foundation-Scholars-Program/](https://liberalarts.utexas.edu/student-affairs/first-year-programs/Foundation-Scholars-Program/).

**Admission and Registration**

**Admission**

Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is given in the General Information Catalog.

**Admission to the Health and Society Major**

**Freshman Admission**

Applicants should use the ApplyTexas online application and select the Health and Society major listed in the College of Liberal Arts as a first-choice major.

**External Transfer Admission**

Students who wish to transfer to the University from another college or university must apply to the Office of Admissions as described in the General Information Catalog.

**Internal Transfer Admission**

1. Minimum 2.75 cumulative GPA at the University with at least 12 hours in residence for a letter grade.
2. Must be prior to fifth long semester, cumulative, including transfer work. Students with four or more semesters in transfer credit may only apply in their first semester.
3. Compelling statement of interest in the major.

Applications will be accepted twice per year and will be reviewed after grades are posted. Decisions will be made prior to the start of the following long semester.

The admission committee may consider the following factors, among others, when considering applications:

- GPA trend relative to cumulative GPA
- Strength of essay
- Time to graduation
- Intent to declare health and society as a single major

**The Bachelor of Science in Environmental Science**

Students must be admitted to the Bachelor of Science in Environmental Science degree program; they may apply for admission after completing the following requirements: The student must earn a grade of at least C- in Biology 311C, CH 301, and Mathematics 408C or 408N; and a grade of at least B- in GEO 401 or GEO 303. To be competitive for admission, the student must have a grade point average of at least 2.75 in these four courses.

Applications are evaluated after the end of each fall and spring semester. Students whose applications are denied may reapply through the supplemental admission process the following semester. Admission decisions are based on the student’s grade point average in the basic sequence courses, his or her University grade point average, and other factors; these factors include, but are not limited to, the difficulty of the student’s course load, course repetitions, and proven mathematical ability. Students should consult advisers in the College of Liberal Arts Student Advising Office, Dorothy Gebauer Building 2.200, for information about the application process and application deadlines. Once admitted to the degree program, students will be advised in the Department of Geography and the Environment.

More information about the degree program is given in Bachelor of Science in Environmental Science (p. 220).

**Registration**

General Information gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The Course Schedule, published before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and the General Information Catalog are published on the registrar’s website.

**Academic Policies and Procedures**

**Repetition of a Course**

Students in the College of Liberal Arts may not repeat any course in which they have earned a grade of C- or better.
Honors

University-wide honors are described in University Honors (p. 19) and in the General Information Catalog. In addition, the College of Liberal Arts provides recognition through the Dean's Honor List and the Plan I Honors Programs. Students may also graduate with departmental honors and earn membership in one or more of the honorary scholastic societies open to undergraduates.

Dean's Honor List

The Dean's Honor List, prepared at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered; a grade of F in any course makes the student ineligible, regardless of other grades.

The Honor List is divided into five groups; according to the number of grade points they earn, students are listed under one of the following classifications:

- Summa cum Laude (67 or more grade points)
- Cum Laude Ampla et Magna (61–66 grade points)
- Magna cum Laude (58–60 grade points)
- Ampla cum Laude (55–57 grade points)
- Cum Laude (52–54 grade points)

Liberal Arts Honors Programs, Plan I

Liberal Arts Honors Programs coordinates the various honors opportunities available to Plan I students in the college: the Freshman Honors Program, the departmental honors programs, and the Liberal Arts Honors Program. This array of choices is designed for students who seek flexibility and choice in their honors work and for those who want to pursue an honors degree in a particular discipline.

The Freshman Honors Program gives selected students access to honors sections of lower-division introductory courses. Each student admitted to the program is required to take an active part in three courses in the first year: Liberal Arts Honors 102H, The Idea of the Liberal Arts, Liberal Arts Honors 103H, The Ideas of Civic Engagement, and one designated honors writing course. The program serves as a preparation for departmental honors programs and for the upper-division Liberal Arts Honors Program. Students must apply to the Freshman Honors Program when they apply to the University. Admission decisions are based on the applicant’s demonstrated commitment to the liberal arts, test scores, high school records, and an application essay.

The upper-division Liberal Arts Honors Program offers challenging and intensive interdisciplinary courses taught by distinguished faculty members. Students who have completed at least 60 semester hours of coursework and have earned a University grade point average of at least 3.50 are eligible to enroll in these courses. There is no application process.

The requirements for graduation with liberal arts honors are

1. Graduation from the College of Liberal Arts with any degree other than the Bachelor of Arts, Plan II
2. A University grade point average of at least 3.50 at graduation
3. Completion of at least three upper-division liberal arts honors (LAH) courses with at least a grade of A- in two of the courses and a grade of at least B in the third
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

The statement “Liberal Arts Honors” appears on the academic record of each graduate who fulfills these requirements. The student may earn both liberal arts honors and special honors in his or her major department.

The three upper-division liberal arts honors courses required for graduation with liberal arts honors may be used, with a fourth liberal arts honors course, to fulfill the 12 hour minor requirement for the Bachelor of Arts, Plan I, unless the work in the minor is specified by the student’s major department.

Departmental Honors Programs

Most departments in the College of Liberal Arts offer honors programs to their majors. Minimum requirements for departmental honors are

1. A University grade point average of at least 3.00
2. A three-semester-hour thesis or research project, or a reasonable equivalent, with a grade of at least B
3. Completion, with a grade point average of at least 3.50, of the coursework required for a major in the field
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Each department may establish additional or more rigorous requirements. Thesis coursework in one department's honors program may not be applied toward the requirements of an interdisciplinary program.

The statement “Special Honors in (name of field)” appears on the transcript of each graduate certified as having completed the honors program.

African and African Diaspora Studies Honors Program

Majors who plan to seek special honors in African and African diaspora studies should apply to the undergraduate advisor for admission to the honors program at least two semesters before they expect to graduate. A University grade point average of at least 3.00 is required for admission. The requirements for graduation with special honors are

1. African and African Diaspora Studies 679H, Honors Tutorial Course, with a grade of at least B in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

American Studies Honors Program

Majors who plan to seek special honors in American studies should apply to the honors advisor for admission to the honors program at least two semesters before they expect to graduate. A University grade point average of at least 3.00 is required for admission. In addition to the requirements of the major, requirements for graduation with special honors are

1. American Studies 679H, Honors Tutorial Course, with a grade of at least B in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree
Anthropology Honors Program

Majors who plan to seek special honors in anthropology should apply to the honors advisor for admission to the honors program no later than two semesters before they expect to graduate; the applicant must be recommended by the faculty member who will supervise the honors work. A University grade point average of at least 3.00 and a grade point average in anthropology of at least 3.50 are required for admission. The requirements for graduation with special honors, which are in addition to the requirements for the major, are

1. Anthropology 679H, Honors Tutorial Course, with a grade of A-in each half
2. Satisfactory performance on a comprehensive oral examination centered on the thesis completed in Anthropology 679H
3. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Asian American Studies Honors Program

Ethnic studies majors who plan to seek special honors in Asian American studies should apply to the honors advisor for admission to the honors program no later than two semesters before they expect to graduate. A University grade point average of at least 3.00 is required for admission. The requirements for graduation with special honors, which are in addition to the requirements for the concentration, are

1. Asian American Studies 679H, Honors Tutorial Course, with a grade of A in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the concentration in Asian American studies and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Asian Cultures and Languages Honors Program

Majors who plan to seek special honors in Asian cultures and languages should apply to the honors advisor by April 30 for admission to the honors program the following fall. If April 30 falls on a weekend or an official university holiday, the application is due on the next business day. Requirements for admission are completion of 60 semester hours of coursework at the University, a University grade point average of at least 3.00, and a grade point average in Asian studies of at least 3.50. Students must complete at least 12 semester hours of upper-division coursework in the Department of Asian Studies before applying for admission to the honors program. The requirements for graduation with special honors are

1. Asian Studies 678H, Honors Tutorial Course, with a grade of A-in each half
2. A University grade point average of at least 3.25, and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree
4. Completion of the Asian Studies degree plan, with the exception of Asian Studies 379

Classical Studies Honors Program

Majors who plan to seek special honors in classical studies should apply to the honors advisor for admission to the honors program at least one full academic year before they expect to graduate. A University grade point average of at least 3.00 is required for admission, as is a grade point average of at least 3.50 in all coursework required for the major and specialization that the student has completed. Completion of Ancient History and Classical Civilization 378 or Classical Civilization 375 is highly recommended before applying for special honors. The requirements for graduation with special honors, which are in addition to the requirements of the major, are

1. Classical Civilization 679H, Honors Tutorial Course with a grade of at least A-in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Classical Languages Honors Program

Majors who plan to seek special honors in Greek, special honors in Latin, or special honors in classics should apply to the honors advisor for admission to the honors program at least one full academic year before they expect to graduate. A University grade point average of at least 3.00 and a grade point average in Greek (for the Greek specialization), Latin (for the Latin specialization), or Greek, Latin, and classical civilization combined (for the classics specialization) of at least 3.50 are required for admission. Completion of Ancient History and Classical Civilization 378 or Classical Civilization 375 is highly recommended before applying for special honors. The requirements for graduation with special honors, which are in addition to the requirements of the major, are

1. Classical Civilization 679H, Honors Tutorial Course with a grade of at least A-in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Economics Honors Program

Majors who plan to seek special honors in economics must apply to the honors advisor for admission to the honors program before the first registration period for the first semester of their senior year. Students are encouraged to apply as early as the beginning of the first semester of their sophomore year. A University grade point average of at least 3.00 and a grade point average in economics of at least 3.50 are required for admission. Before a student registers for Economics 378H, the student’s
thesis proposal must be approved first by the supervising instructor and then by the honors advisor. The requirements for graduation with special honors are

1. At least 34 semester hours in economics
2. Economics 378H, Honors Tutorial Course I, and Economics 379H, Honors Tutorial Course II, with a grade of at least B in each
3. Regular participation in designated honors courses
4. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
5. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**English Honors Program**

Majors who plan to seek special honors in English should apply for admission to the honors program prior to their junior year. Application forms and information about the program are available in the English Advising Office, Parlin Hall 114, and on the Department of English website. The requirements for graduation with special honors are

1. Completion of the requirements for a major in English
2. Completion of three or more upper-division English honors courses with grades of at least B+; these courses may be counted toward the requirements of the major; two of these courses must be completed prior to enrolling in English 368H
3. English 368H, Honors Tutorial Course I and English 369H, Honors Tutorial Course II with a grade of at least B+ in each, resulting in the presentation and defense of a thesis judged to be worthy of honors
4. A University grade point average of at least 3.33 and a grade point average of at least 3.66 in the coursework required for the major and for honors

**French Studies Honors Program**

Majors who plan to seek special honors may apply to the honors advisor for admission to the honors program during the semester in which they will complete 60 semester hours of coursework. To enter the program, a student must have completed at least 60 semester hours of coursework, including 12 hours of upper-division coursework in French. These 12 hours must include at least one course numbered 330 or above. A University grade point average of at least 3.00 and a grade point average in French of at least 3.50 are also required for admission. The requirements for graduation with special honors, which are in addition to the requirements for the major, are

1. French 379H, Honors Tutorial Course, with a grade of at least B
2. Satisfactory performance on an honors examination
3. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Geography Honors Program**

Majors who plan to seek special honors in geography should apply to the honors advisor for admission to the honors program no later than two semesters before they expect to graduate. A University grade point average of at least 3.00 and a grade point average in geography of at least 3.50 are required for admission. The requirements for graduation with special honors are

1. Geography 679H, Honors Tutorial Course, with a grade of at least A- in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**German Honors Program**

Majors who plan to seek special honors in German should apply to the honors advisor for admission to the honors program upon completion of 30 semester hours; they must apply no later than upon completion of 90 semester hours. Admission is by means of a special examination; a University grade point average of at least 3.00 is also required for admission. The requirements for graduation with special honors, which are in addition to the requirements for the major, are

1. German 679H, Honors Tutorial Course, with a grade of at least A- in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**German, Scandinavian, and Dutch Studies Honors Program**

Majors who plan to seek special honors in German, Scandinavian, and Dutch studies should apply to the honors advisor for admission to the honors program upon completion of 30 semester hours; they must apply no later than upon completion of 90 semester hours. Admission is by means of a special examination; a University grade point average of at least 3.00 is also required for admission. The requirements for graduation with special honors, which are in addition to the requirements for the major, are

1. German, Scandinavian, and Dutch Studies 679H, with a grade of at least A- in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Government Honors Program**

Majors who plan to seek special honors in government should apply to the honors advisor for admission to the honors program in the spring semester of their junior year. A University grade point average of at least 3.00 is required for admission. The requirements for graduation with special honors are

1. Thirty-three semester hours of government, including Government 679H, Honors Tutorial Course, with a grade of at least B in each half
2. Regular participation in honors seminars
3. Satisfactory performance on a comprehensive oral or written honors examination
4. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
5. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Health and Society Honors Program**

For the Health and Society Honors Program, students complete a two-semester (six hours) honors thesis under the supervision of a faculty member. Students interested in writing an honors thesis should contact the honors advisor, preferably in the first semester of their
junior year, in order to discuss plans for the thesis and begin to lay the groundwork for their project. Students applying for the honors program must have a University grade point average (GPA) of at least 3.00, must have completed H S 301 with a B- or better, and must have a GPA of at least 3.50 in their core health and society courses at the time of the application. Students are also expected to identify a thesis supervisor at the time of application. The requirements for graduation with special honors are

1. Completion of liberal arts and health and society requirements, except for Health and Society 378
2. A University grade point average of at least 3.00
3. A health and society grade point average of at least 3.50

History Honors Program

History majors who plan to seek special honors in history should apply to the honors advisor for admission to the honors program in the fall semester of the junior year. Application forms and information about the program are available in the History Undergraduate Advising Office, Garrison Hall 1.140. The requirements for graduation with special honors, which are in addition to the requirements of the major, are

1. History 347L, Seminar in Historiography, normally taken in the spring semester of the junior year; this course may be counted toward the 30 hours in history required for the major
2. History 679H, Honors Tutorial Course, with a grade of at least B in each half
3. Satisfactory performance on an oral examination centered on the thesis completed in History 679HB
4. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
5. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Normandy Scholar Program (NSP) students may substitute an approved upper-division NSP history course for the History 347L requirement.

Human Dimensions Of Organizations Honors Program

Majors who plan to seek special honors in human dimensions of organizations should apply to the honors advisor for admission to the honors program at least one full academic year before they expect to graduate. A University grade point average of at least 3.00 is required for admission, as is a grade point average of at least 3.50 in all coursework required for the major that the student has completed. The requirements for graduation with special honors, which are in addition to the requirements of the major, are

1. Human Dimensions of Organizations 359H and 379H, Honors Tutorial Courses, with approval of the student’s thesis topic by the director of human dimensions of organizations, and a grade of at least B in each half. Students will take these two courses instead of Human Dimensions of Organizations 379.
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Humanities Honors Program

Majors who plan to seek special honors in humanities should apply to the humanities advisor for admission to the honors program no later than the first semester of the junior year. The requirements for graduation with special honors are

1. A major in humanities
2. Humanities 679H, Honors Tutorial Course, with a grade of at least A- in each half
3. A grade of "Recommended for Special Honors" on an oral examination, conducted and graded by faculty members qualified in the student’s area of work, covering the thesis completed in Humanities 679H and a reading list
4. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
5. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

International Relations and Global Studies Honors Program

Majors who plan to seek special honors in international relations and global studies should apply to the honors advisor for admission to the honors program at least one full academic year before they expect to graduate. A University grade point average of at least 3.00 is required for admission, as is a grade point average of at least 3.50 in all coursework required for the major that the student has completed. The requirements for graduation with special honors are

1. International Relations and Global Studies 678H, Honors Tutorial Course, with a grade of at least A- in each half
2. Satisfactory defense of the honors thesis completed in International Relations and Global Studies 678HB
3. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

The requirements for special honors are in addition to the requirements of the major, except that International Relations and Global Studies 678H may be counted toward the major in place of International Relations and Global Studies 378, the capstone research course.

Italian Studies Honors Program

Majors who plan to seek special honors in Italian Studies may apply to the honors advisor for admission to the honors program during the semester in which they will complete 60 semester hours of coursework. To enter the program, a student must have completed at least 60 semester hours of coursework, including 12 hours of upper-division coursework in Italian. These 12 hours must include Italian 365 or Italian Civilization 360. A University grade point average of at least 3.00 and a grade point average in Italian of at least 3.50 are also required for admission. The requirements for graduation with special honors, which are in addition to the requirements of the major, are

1. Italian 379H, Honors Tutorial Course, with a grade of at least B
2. Satisfactory performance on an honors examination
3. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Jewish Studies Honors Program

Majors who plan to seek special honors in Jewish studies should apply to the honors advisor for admission to the honors program at the beginning of their third year; they must apply no later than the beginning
of their last year before graduation. A University grade point average of at least 3.00 is required for admission. The requirements for graduation with special honors, which are in addition to the requirements for the major, are

1. Jewish Studies 679H, Honors Tutorial Course, with a grade of A in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Latin American Studies Honors Program**

Majors who plan to seek special honors in Latin American studies should apply to the honors advisor for admission to the honors program no later than two semesters before they expect to graduate. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in Latin American content coursework of at least 3.50 are required for admission. The requirements for graduation with special honors are

1. Latin American Studies 679H, Honors Tutorial Course, with a grade of at least B in each half and approval of the thesis by both the student’s supervisor and the honors advisor
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Linguistics Honors Program**

Upper-division linguistics majors who plan to seek special honors in linguistics should apply to the undergraduate honors advisor for admission to the honors program no later than the beginning of their last year. A University grade point average of at least 3.00 and a grade point average in linguistics coursework of at least 3.50 are required for admission. The requirements for graduation with special honors, which are in addition to the requirements of the major, are

1. Linguistics 679H, Honors Tutorial Course, with a grade of at least B in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours counted toward the degree

**Mexican American and Latina/o Studies Honors Program**

Students who plan to seek special honors in Mexican American and Latina/o Studies should apply to the undergraduate advisor for admission to the honors program no later than two semesters before they expect to graduate. The requirements for admission are a University grade point average of at least 3.00 and a grade point average of at least 3.50 in the required coursework. The requirements for graduation with special honors are

1. Thirty semester hours of coursework in Mexican American studies, including Mexican American Studies 679H, Honors Tutorial Course
2. A grade of at least A in Mexican American Studies 361 or Mexican American Studies 362
3. Mexican American Studies 679H, with a grade of at least B in each half
4. Satisfactory performance on an oral presentation centered on the honors thesis completed in Mexican American Studies 679H
5. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the concentration and for honors
6. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Middle Eastern Studies Honors Program**

Middle Eastern studies majors who plan to seek special honors in Middle Eastern studies should apply to the honors advisor for admission to the honors program no later than two semesters before they expect to graduate. A University grade point average of at least 3.00 is required for admission. The requirements for graduation with special honors, which are in addition to the requirements for the major, are

1. Middle Eastern Studies 679HA, Honors Tutorial Course and 679HB, Honors Tutorial Course
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Philosophy Honors Program**

Majors who plan to seek special honors in philosophy should apply to the undergraduate advisor for admission to the honors program at least two semesters before they expect to graduate. Completion of at least nine semester hours of upper-division coursework in philosophy is required for admission, in addition to a University grade point average of at least 3.00 and a grade point average in philosophy of at least 3.50. The requirements for graduation with special honors are

1. Philosophy 375M with a grade of at least B
2. Philosophy 679H, Honors Tutorial Course, with a grade of at least B in both 679HA and 679HB
3. Satisfactory performance on an oral examination centered on the thesis completed in Philosophy 679H
4. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
5. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Philosophy 375M may be counted toward the requirements of the major; Philosophy 679H is taken in addition to the requirements of the major.

**Plan II Honors Program: Special Honors**

Plan II students who plan to seek special honors in Plan II should apply to the director of the Plan II Honors Program for enrollment in Tutorial Course 660H, Thesis Course: Honors, at least two semesters before they expect to graduate. A University grade point average of at least 3.50 is required. The requirements for graduation with special honors are

1. Tutorial Course 660H with a grade of at least A in each half, or a departmental equivalent with a grade of at least A
2. Satisfactory performance on an oral honors examination centered on the thesis completed in Tutorial Course 660H
3. A University grade point average of at least 3.50
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Portuguese Honors Program**

Honors will be awarded to students who successfully complete a significant scholarly essay (normally 30 to 50 pages in length). This project should be done in close collaboration with a department faculty
member. Majors wishing to graduate with honors should speak with the department professor with whom they want to work. The requirements for graduation with special honors are:

1. Portuguese 379H, Honors Tutorial Course, with a grade of at least A. Portuguese 379H is offered by individual instruction. It cannot be undertaken before the senior capstone requirement, but may be taken simultaneously. Students who are admitted to the honors program conduct individual research on a literary, linguistic, or cultural topic. A faculty member in the Department of Spanish and Portuguese will supervise the student’s research and writing. A second reader is required and may be either in the Department of Spanish and Portuguese or outside of the department. Portuguese 379H is taken in addition to the major requirements.
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors.
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree.

**Psychology Honors Program**

Prospective candidates for special honors in psychology should apply to the honors advisor for admission to the honors program during the junior year. Requirements for admission are

1. A major in psychology
2. A University grade point average of at least 3.25 and a grade point average in psychology of at least 3.50
3. Completion of the following before entering the honors program: PSY 301 or the equivalent with a grade of at least C, Psychology 420M with a grade of at least C, and two additional upper-division psychology courses
4. Consent of the honors advisor

The requirements for graduation with special honors are

1. Thirty-three semester hours of psychology, including Psychology 458, 158H, 359H, and 379H; the student must earn grades of at least B in Psychology 359H, Honors Research I, and Psychology 379H, Honors Research II
2. A University grade point average of at least 3.25 and a grade point average in all psychology courses of at least 3.50
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Religious Studies Honors Program**

Majors who plan to seek special honors in religious studies should apply to the honors advisor for admission to the honors program by the end of their junior year. A University grade point average of at least 3.00 is required for admission. The requirements for graduation with special honors are

1. Thirty-three semester hours of religious studies coursework, including completion of all major requirements
2. Religious Studies 679HA, Honors Tutorial Course Honors Tutorial Course, with a grade of at least B
3. Religious Studies 679HB, Honors Tutorial Course Honors Tutorial Course, with a grade of at least A and approval of the thesis by the chair of the Department of Religious Studies
4. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
5. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Rhetoric and Writing Honors Program**

Majors who plan to seek special honors in rhetoric and writing should apply to the honors advisor for admission to the program at the beginning of their third year; they must apply no later than a year before they expect to graduate. Application forms and information about the program are available from the rhetoric and writing advisor. A University grade point average of at least 3.00 is required for admission, as is a grade point average of at least 3.50 in all coursework required of the major that the student has completed.

The requirements for graduation with special honors are

1. Rhetoric and Writing 679H, Honors Tutorial Course, with a grade of at least A in each half
2. A grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree.

**Russian, East European, and Eurasian Studies Honors Program**

Majors who plan to seek special honors in Russian, East European, and Eurasian studies should apply to the honors advisor for admission to the honors program during the junior year or the first semester of the senior year. The application deadline is one week before the first registration period for the semester in which the student wants to enter the program. Requirements for graduation with special honors are

1. Russian, East European, and Eurasian Studies 679H, Honors Tutorial Course, with a grade of at least B in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

**Sociology Honors Program**

Majors applying for Sociology Honors should submit an application to the Sociology Honors Advisor. Consideration of applications for the fall semester begins on February 1st. Consideration of applications for the spring semester begins on September 15th. Applications will be considered until available slots have been filled. Requirements for admission are completion of 60 semester hours of coursework, a University grade point average of at least 3.00, and a grade point average in sociology of at least 3.50. Students must complete SOC 302 and either 317L or an approved equivalent before applying for admission to the honors program; they should be enrolled in Sociology 327M and 379M no later than the semester in which they begin the honors thesis coursework. The requirements for graduation with honors in sociology are:

1. Sociology 679H, Honors Tutorial Course, with a grade of at least A in each half
2. Satisfactory performance on an oral defense of the senior thesis completed in the second half of Sociology 679H
3. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree
Spanish Honors Program

Honors will be awarded to students who successfully complete a significant scholarly essay (normally 30 to 50 pages in length). This project should be done in close collaboration with a department faculty member. Majors wishing to graduate with honors should speak with the department professor with whom they want to work. The requirements for graduation with special honors are:

1. Spanish 377H, Honors Tutorial Course with a grade of at least A. Spanish 377H is offered by individual instruction. It cannot be undertaken before the senior capstone requirement, but may be taken simultaneously. Students who are admitted to the honors program conduct individual research on a literary, linguistic, or cultural topic. A faculty member in the Department of Spanish and Portuguese will supervise the student's research and writing. A second reader is required and may be either in the Department of Spanish and Portuguese or outside of the department. Spanish 377H is taken in addition to the major requirements.

2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors.

3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree.

Sustainability Honors Program

Majors who plan to seek special honors in sustainability should apply to the honors advisor for admission to the honors program no later than two semesters before they expect to graduate. A University grade point average of at least 3.00 and a grade point average in geography of at least 3.50 are required for admission. The requirements for graduation with special honors are in addition to the requirements for the major; however, honors students may substitute Sustainability Studies 679H for Sustainability Studies 374. The requirements are:

1. Sustainability Studies 679H, Honors Tutorial Course, with a grade of at least A- in each half
2. A University grade point average of at least 3.00 and a grade point average 3.50 in the coursework required for the major and for honors.
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree.

Urban Studies Honors Program

Majors who plan to seek special honors in urban studies should apply to the honors advisor for admission to the honors program at the beginning of their third year; they must apply no later than a year before they expect to graduate. A University grade point average of at least 3.00 is required for admission. The requirements for graduation with special honors are in addition to the requirements for the major; however, honors students may substitute Urban Studies 679H for Urban Studies 370. The requirements are:

1. Urban Studies 679H, Honors Tutorial Course, with a grade of at least A- in each half
2. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
3. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Women’s and Gender Studies Honors Program

Majors who plan to seek special honors in women’s and gender studies should apply to the honors advisor or undergraduate advisor for admission to the honors program no later than two semesters before they expect to graduate; the applicant must be recommended by the faculty member who will supervise the honors work. A University grade point average of at least 3.00 and a grade point average in women's and gender studies of at least 3.50 are required for admission. The requirements for graduation with special honors, which are in addition to the requirements for the major, are:

1. Women’s and Gender Studies 679H, Honors Tutorial Course, with a grade of at least A- in each half
2. Satisfactory performance on a comprehensive oral examination centered on the thesis completed in Women's and Gender Studies 679H, Honors Tutorial Course
3. A University grade point average of at least 3.00 and a grade point average of at least 3.50 in the coursework required for the major and for honors
4. Completion in residence at the University of at least 60 semester hours of coursework counted toward the degree

Scholastic Honorary Societies

In addition to Alpha Lambda Delta and Phi Eta Sigma, honor societies for qualified freshman students in all academic fields, the University sponsors chapters of the following national organizations for which College of Liberal Arts students are eligible.

- Alpha Epsilon Delta. National honorary premedical fraternity for students who have completed at least three semesters of premedical work.
- Delta Phi Alpha. National honorary German fraternity.
- Eta Sigma Phi. National honorary classical languages fraternity.
- Gamma Theta Upsilon. National honorary geography fraternity.
- Iota Iota Iota. National honorary Women's Studies society.
- Kappa Kappa Psi. National honorary band fraternity.
- Mortar Board. National honorary society for seniors.
- Omicron Delta Epsilon. National honorary economics fraternity.
- Omicron Delta Epsilon. National honorary leadership fraternity.
- Phi Alpha Theta. National honorary history fraternity.
- Phi Beta Kappa. National honorary society recognizing academic achievement in the arts and sciences.
- Phi Kappa Phi. National honor society open to students in all academic fields.
- Pi Delta Phi. National honorary French fraternity.
- Pi Sigma Alpha. National honorary political science fraternity.
- Psi Chi. National honorary psychology fraternity.
- Sigma Delta Pi. National honorary Spanish fraternity.
- Sigma Tau Delta. National honorary English society.
- Tau Beta Sigma. National honorary band society.

Graduation

Special Requirements of the College

All students must fulfill the General Requirements (p. 19) for graduation. Students in the College of Liberal Arts must also fulfill the following requirements.

1. The University requires that the student complete in residence at least 60 semester hours of the coursework counted toward the degree. For the Bachelor of Arts, Plan I, the Bachelor of Science in Environmental Science, and the Bachelor of Science in Psychology,
The College of Liberal Arts offers four degree programs: the Bachelor of Arts, Plan I; the Bachelor of Arts, Plan II; the Bachelor of Science in Environmental Science with a major in geographical sciences; and the Bachelor of Science in Psychology. The requirements of the Bachelor of Arts, Plan I are described in Bachelor of Arts, Plan I (p. 205). The Bachelor of Arts, Plan II, a broad liberal arts honors program for outstanding students, is described in Bachelor of Arts, Plan II (p. 216).

The Bachelor of Science in Environmental Science, offered by the College of Liberal Arts, the College of Natural Sciences, and the Jackson School of Geological Sciences, is designed for students interested in an interdisciplinary scientific perspective on environmental issues, analysis, and management. Students pursuing the degree through the College of Liberal Arts major in geographical sciences. The requirements for the degree are given in Bachelor of Science in Environmental Science (p. 220).

The Bachelor of Science in Psychology is designed to offer students a more extensive scientific program than the Bachelor of Arts with a major in psychology. The requirements for the BSPsy are given in Bachelor of Science in Psychology (p. 222).

A student may not earn more than one Bachelor of Arts degree from the University. A student may not earn more than one Bachelor of Science in Environmental Science degree from the University. A student may not earn both the Bachelor of Arts with a major in psychology and the Bachelor of Science in Psychology.

The title of a graduate's degree appears on their diploma, but the major does not. Both the degree and the major appear on the graduate's University transcript.

### Applicability of Certain Courses

#### Physical Activity Courses

Physical activity (PED) courses and Kinesiology 119 may not be counted toward a degree in the College of Liberal Arts. However, they are counted as courses for which the student is enrolled, and the grades are included in the grade point average.

#### ROTC Courses

ROTC units are maintained on campus by the Departments of Air Force Science, Military Science, and Naval Science. Information about each program is available from the chair of the department.

Nine semester hours of designated University of Texas at Austin coursework in air force science, military science, or naval science may be counted toward any degree in the College of Liberal Arts, except for students enrolled in the Military Leadership minor. However, cross-listed courses may be used as appropriate to fulfill other degree requirements. A list of approved ROTC courses is available in the College of Liberal Arts, Student Division, Dorothy Gebauer Building 2.200.

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

The Air Force Reserve Officer Training Corps (AFROTC) was activated at the University of Texas in September, 1947. The program is designed to commission career-oriented officers who meet specific Air Force requirements. The AFROTC objective is to place on active duty lieutenants who demonstrate dedication to their assignments, willing acceptance of responsibility, critical and creative thinking, and the ability to speak and write effectively.

AFROTC courses are taught by Air Force officers and are approved for college credit toward the cadet's degree program in amounts determined by the college concerned.

AFROTC scholarships are available to selected cadets. Scholarships are awarded on the basis of overall merit, with particular attention paid to academic achievement. Recipients must maintain academic standards in order to retain the scholarships. Other scholarships are also available for upper-division cadets. Additional information is available from the chair of the department.

Extracurricular activities available through AFROTC include; intramural athletics, parades, ceremonies, formal military functions, field trips to Air Force installations, and membership in national military societies.

Air force science courses are designed to prepare selected students for a commission in the United States Air Force through the AFROTC program. Students who do not hold AFROTC scholarships may take lower-division courses with no military obligation. Scholarship students and selected students who elect to take upper-division courses are on contract. Upon graduation and commissioning he/she will enter active duty in the United States Air Force.

#### Army Reserve Officers’ Training Corps (ROTC)

The Army Reserve Officers’ Training Corps (ROTC) was established at the University of Texas in September, 1947. As a senior division unit, it is designed to provide a course of military instruction that will permit qualified students to prepare themselves for commissions as
second lieutenants while they pursue other academic courses leading to baccalaureate or advanced degrees from the University.

Upon being commissioned a second lieutenant, each student has the opportunity to serve in the active Army, Army Reserve, or National Guard.

The Army ROTC program, in addition to providing a basic foundation in military subjects, is designed to develop the highest qualities of leadership, character, and citizenship through the wide variety of extracurricular activities it sponsors. Such activities include parades, ceremonies, social events, a Ranger detachment, and intramural athletic teams.

The Army ROTC program is normally a four-year program divided into a basic course and an advanced course. The basic course is conducted during the first two years and the advanced course during the last two years. Certain students may qualify for advanced placement in the program based on previous military training in Junior ROTC, a service academy, active duty in a military service, credit for other college courses, or completion of a special four-week summer camp, normally between the sophomore and junior year.

The Department of the Army has determined that a need exists for all Army ROTC cadets to have a demonstrated proficiency in selected disciplines. These courses are called Professional Military Education (PME) and must be completed prior to graduation. A list of courses that fulfill PME requirements is available from the chair of the Department of Military Science.

Two-, three-, and four-year scholarship programs are offered to selected cadets. The four-year scholarship program is administered by the Department of the Army, but selection is based on the Professor of Military Science Order of Merit List (OML). Applicants must apply while in high school. The remaining programs are administered directly through the Department of Military Science.

Scholarship students receive $300 to $500 a month for up to ten months for each year of their scholarship. The scholarship pays for required tuition and mandatory fees, laboratory expenses, and books. Nonscholarship students receive $450 to $500 a month during the advanced course. For additional information, contact the scholarship and enrollment officer at arotc@uts.cc.utexas.edu or https://liberalarts.utexas.edu/arotc/.

**Naval Reserve Officers Training Corps (NROTC)**

The Naval Reserve Officers Training Corps (NROTC) was established at the University of Texas in September, 1940, to offer the naval science courses necessary to qualify University students for commissions in the United States Navy or Marine Corps.

Qualified students may apply for the four-year or two-year Navy-Marine Scholarship Program or college program (nonscholarship) and earn a commission in the Navy or Marine Corps.

NROTC scholarship students are appointed midshipmen, United States Naval Reserve, by the Secretary of the Navy, and granted the compensation and benefits authorized by law. While students attend the University, the Navy pays tuition, the cost of textbooks, fees of an instructional nature, and a subsistence allowance of $250 to $450 a month during the academic year. During drill periods and summer training periods, midshipmen wear government-furnished uniforms.

Students should submit scholarship applications to a naval recruiting station before December 1 of each year or to the Department of Naval Science after the first semester of enrollment in the college program.

Additional information is available from the chair of the department.

**Conference Courses and Internship Courses**

No more than six semester hours of credit earned in conference courses may be counted toward a single major in the College of Liberal Arts; no more than nine semester hours may be counted toward the degree.

No more than six semester hours of credit earned in internship courses may be counted toward a single major in the College of Liberal Arts; no more than nine semester hours may be counted toward the degree.

In addition, no more than nine semester hours of conference courses and internship courses combined may be counted toward a single major in the College of Liberal Arts; no more than 12 hours of conference courses and internship courses combined may be counted toward the degree.

**Bible Courses**

Bible courses may be counted as lower-division electives in College of Liberal Arts degree programs that have room for such electives. No more than 12 semester hours of Bible courses may be counted toward any degree offered by the University.

**Admission Deficiencies**

Students admitted to the University with deficiencies in high school units must remove them by the means prescribed in the General Information Catalog. Contact the dean's office for further information.

**Correspondence and Extension Courses**

Credit that a University student in residence earns simultaneously by correspondence or extension from the University or elsewhere or in residence at another school will not be counted toward a degree in the College of Liberal Arts unless specifically approved in advance by the dean. In very special circumstances, the dean may allow a student in residence to take one or more courses by extension or correspondence. No more than 30 percent of the semester hours required for any degree offered in the College of Liberal Arts may be taken by correspondence. For additional information about correspondence work by resident students, see the General Information Catalog.

**Courses Taken on the Pass/Fail Basis**

No more than 19 semester hours of coursework completed on the pass/fail basis may be counted toward the Bachelor of Arts, Plan II; no more than 16 semester hours of such coursework may be counted toward the other degrees in the college. In general, only electives may be taken on the pass/fail basis. Complete rules on registration on the pass/fail basis are given in the General Information Catalog.

**Courses in a Single Field**

No more than 36 semester hours (39 for the Bachelor of Arts, Plan I) may be counted in any one field of study, including the major, unless major requirements state otherwise. No more than 36 semester hours (39 for the Bachelor of Arts, Plan I) may be counted in any one college or school other than the College of Liberal Arts or the College of Natural Sciences.

**English Courses**

Students are discouraged from taking more than six semester hours of coursework in English in a semester or summer term. No student may take more than nine semester hours of coursework in English in a semester.

**French and Italian Courses**

In all French civilization and Italian civilization courses, both lectures and readings are in English. In FR 301, lectures are in English and readings.
are in French. All other courses are conducted primarily in the foreign language.

Students with knowledge of either language must take appropriate steps to determine at which level they may begin work at the University. Students with transfer credit for college work done at another institution may start at the next higher level here. All other students with knowledge of either language are required to take the placement test administered by Student Testing Services for placement in French or the departmentally administered classification test for placement in Italian.

Students are urged to consult departmental advisers about any problem either with placement or with credit by examination.

Students who wish to continue their study of French or Italian may consult departmental advisers about appropriate upper-division courses and prerequisites.

**Germanic Studies Courses**

All students with some knowledge of German, however acquired, who enroll for the first time in a University of Texas at Austin German course have two options for placement in the appropriate course level: they can either take the German Language CLEP test and receive credit for their existing knowledge of German (recommended), or they can sign up for a Placement Interview with the Language Program Director, in the case that they do not wish to claim such credit.

German Language CLEP Test results serve as the basis for awarding credit in one or more of the following courses: GER 506, GER 507, 612. Placement tests, which are administered by Student Testing Services, will be given only at scheduled times immediately prior to registration and during summer orientation sessions. Contact the Student Testing Services for a schedule of test dates.

Placement Interview: Interviews allow for students who do not wish to claim credit but want to continue their language study to enroll in the appropriate course. The interview consists of a discussion of the student’s language proficiency and may include a short conversation as well as a few short writing tasks in German. Please contact the Language Program Director, GermanicStudies@austin.utexas.edu, to schedule a placement interview at least one week prior to the beginning of classes. See the Department of Germanic Studies website for contact information.

**Greek and Latin Courses**

No knowledge of Greek or Latin is required for courses in classical civilization or in ancient history and classical civilization. These courses may not be counted toward fulfillment of any foreign language requirement.

Unless otherwise indicated, all Greek courses are ancient Greek (including New Testament Greek). Students beginning ancient Greek normally follow the regular sequence: GK 506, GK 507, Greek 311, and Greek 312K. An intensive sequence is also available: GK 804 and 412, normally followed by 311.

Students beginning Latin normally follow the regular sequence: LAT 506, LAT 507, 311, 312K or 316. Students may instead follow an accelerated sequence; information about this sequence is available from the undergraduate departmental adviser. Students with high school or transfer credit in Latin usually begin University coursework at a higher level. To ensure proper placement, students should consult the undergraduate adviser for the Department of Classics before registering.

**Middle Eastern Studies Courses**

Before enrolling for the first time in any language offered by the Department of Middle Eastern Studies, all students with knowledge of the language, however acquired, must be tested to determine the course for which they should register. Information about the tests is available from the departmental undergraduate adviser. The Department of Middle Eastern Studies considers students educated in a Middle Eastern language beyond the elementary school level to be native speakers of that language.

**Philosophy Courses**

There are several courses offered each year in philosophy that should be of interest to undergraduates who have strong interests outside philosophy. In addition to the introductory courses (PHL 301, PHL 304, PHL 305, and Philosophy 310) and the basic sequence in the history of philosophy (Philosophy 329K and 329L), the courses listed below are of particular relevance to students who are interested in the indicated areas.

- Business: Philosophy 312, 322, and 325L
- Communications: Philosophy 311, 312, 313, and 332
- Computer science: Philosophy 313K, 344K, 358, 363, and 363L
- Law: Philosophy 311, 312, 313, 318, 325K, 342, and 347
- Linguistics: Philosophy 313K, 332, 344K, and 358
- Literature: Philosophy 349, 361K, and 366K
- Mathematics: Philosophy 313K, 344K, 344M, and 358
- Natural sciences: Philosophy 322 and 363
- Premedicine and predentistry. Philosophy 312, 318, 322, 325M, and 363
- Social sciences: Philosophy 322, 363, and 363L

**Rhetoric and Writing Courses**

The Department of Rhetoric and Writing offers the required core course, RHE 306, as well as lower-division and upper-division courses in rhetoric and writing, and a number of courses with a writing flag. The department also administers the Undergraduate Writing Center, which supports writing instruction in all undergraduate courses and the Digital Writing and Research Lab, which offers innovative approaches to writing in digital environments.

If a student has received either a passing or a failing grade or the symbol Q in RHE 306, they may not earn credit by examination for the course.

**Slavic and Eurasian Studies Courses**

Before enrolling for the first time in any language offered by the Department of Slavic and Eurasian Studies, all students with any knowledge of the language, however acquired, must take a placement test to determine the course for which they should register. Information about placement tests for Polish and Russian is available from the Testing and Evaluation Services, 512-232-2662. Information about testing in other languages is available from the Department of Slavic and Eurasian Studies office, Calhoun Hall 415, 512-471-3607.

**Spanish and Portuguese Courses**

Unless otherwise noted in the catalog or Course Schedule, all upper-division Portuguese courses are conducted in Portuguese, and all upper-division Spanish courses are conducted in Spanish.

**UTeach-Liberal Arts**

UTeach-Liberal Arts is a professional teacher preparation program for liberal arts students pursuing academic majors in Arabic, Chinese,
economics, English, French, history, geography, German, government, Japanese, Latin, Middle Eastern Studies, Russian, and Spanish. Students may seek certification to teach middle school or secondary for the following certification areas:

1. Languages other than English, early childhood through grade 12
2. History, grades seven through 12
3. Social studies, grades four through eight or seven through 12
4. English language arts and reading, grades four through eight or seven through 12

UTeach-Liberal Arts offers a four-semester program for undergraduate students and a three-semester program for postbaccalaureate students. Admission into the program is required. Undergraduate students may enter the program as early as the second semester of their freshman year.

UTeach-Liberal Arts students benefit from an innovative program that emphasizes practical, hands-on field experience in local schools combined with intensive coursework. Students experience a firsthand glimpse into the world of teaching with a gradual increase in coursework requirements and internship hours throughout the length of the program. Key features of the program include cohort support, discipline-specific pedagogical preparation, literacy training, and effective use of instructional technology. More information about UTeach-Liberal Arts and the admission process is available [online](http://www.uteach.utexas.edu).

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

## Professional Development Sequence

All students seeking teacher certification must complete the following courses:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTL 640: Teaching in Secondary Schools</td>
<td>6</td>
</tr>
<tr>
<td>UTL 360: Problems and Principles of Secondary Education</td>
<td>3</td>
</tr>
<tr>
<td>UTL 670: Directed Teaching in Secondary Schools</td>
<td>6</td>
</tr>
<tr>
<td>ALD 322: Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>EDP 350G: Adolescent Development</td>
<td>3</td>
</tr>
</tbody>
</table>

For those seeking certification for languages other than English, early childhood through grade 12:

**Requirements:**

See the corresponding degree plan for the language you wish to teach for other required courses: [Arabic](p. 214), [Chinese](p. 208), [French](p. 210), [German](p. 211), [Japanese](p. 208), [Latin](p. 209), [Russian](p. 218), and [Spanish](p. 216).

For those seeking certification in history, grades seven through 12:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 301F: The Premodern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 309L: Western Civilization in Modern Times</td>
<td>3</td>
</tr>
<tr>
<td>HIS 315K: The United States, 1492-1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 315L: The United States since 1865</td>
<td>3</td>
</tr>
</tbody>
</table>

For those seeking certification in history, grades seven through 12:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 320E or HIS 320F: Texas before 1900</td>
<td>3</td>
</tr>
<tr>
<td>HIS 320F: Texas, 1900 to the Present</td>
<td>3</td>
</tr>
</tbody>
</table>

For those seeking certification in social studies, grades four through eight:

**Requirements**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 339F: Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to Economics Course</td>
<td>3</td>
</tr>
<tr>
<td>Cultural Geography Course</td>
<td>3</td>
</tr>
<tr>
<td>Physical Geography Courses</td>
<td>6</td>
</tr>
<tr>
<td>M 316K: Foundations of Arithmetic</td>
<td>3</td>
</tr>
<tr>
<td>HIS 301F: The Premodern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 309L: Western Civilization in Modern Times</td>
<td>3</td>
</tr>
<tr>
<td>HIS 315K: The United States, 1492-1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 315L: The United States since 1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 320E or HIS 320F: Texas before 1900</td>
<td>3</td>
</tr>
<tr>
<td>HIS 320F: Texas, 1900 to the Present</td>
<td>3</td>
</tr>
</tbody>
</table>

For those seeking certification in history, grades seven through 12:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS 301F: The Premodern World</td>
<td>3</td>
</tr>
<tr>
<td>HIS 309L: Western Civilization in Modern Times</td>
<td>3</td>
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<tr>
<td>HIS 315K: The United States, 1492-1865</td>
<td>3</td>
</tr>
<tr>
<td>HIS 315L: The United States since 1865</td>
<td>3</td>
</tr>
<tr>
<td>GRG 301C: The Natural Environment</td>
<td>3</td>
</tr>
</tbody>
</table>

In addition to the above requirements, history majors must take:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Upper-Division Government Course</td>
<td>3</td>
</tr>
<tr>
<td>Any Upper-Division Government Course</td>
<td>3</td>
</tr>
</tbody>
</table>

For those seeking certification in English, grades four through eight:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 316K: Foundations of Arithmetic</td>
<td>3</td>
</tr>
<tr>
<td>Six additional hours from Natural Sciences (AST, BIO, CH, GEO, PS, PHY, NTR may not duplicate)</td>
<td>6</td>
</tr>
<tr>
<td>EDC 339F: Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>E 360R: Literary Studies for High School Teachers of English</td>
<td>3</td>
</tr>
<tr>
<td>E 364T: The English Language and Its Social Context</td>
<td>3</td>
</tr>
<tr>
<td>RHE 360M: Rhetoric and Writing for Teachers of English</td>
<td>3</td>
</tr>
</tbody>
</table>

For those seeking certification in English, grades seven through 12:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 316K: Foundations of Arithmetic</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural Literature in the American Classroom</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural Literature in the American Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>
For those seeking certification in English, grades seven through 12:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 339F Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>E 360R Literary Studies for High School Teachers of English</td>
<td>3</td>
</tr>
<tr>
<td>E 364T The English Language and Its Social Context</td>
<td>3</td>
</tr>
<tr>
<td>RHE 360M Rhetoric and Writing for Teachers of English</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural Literature in the American Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

For rhetoric and writing majors seeking certification in English, grades four through eight:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 339F Adolescent Literacy</td>
<td>3</td>
</tr>
<tr>
<td>M 316K Foundations of Arithmetic</td>
<td>3</td>
</tr>
<tr>
<td>M 316L Foundations of Geometry, Statistics, and Probability</td>
<td>3</td>
</tr>
<tr>
<td>Six additional hours from Natural Sciences (AST, BIO, CH, GEO, PS, PHY, NTR may not duplicate)</td>
<td>6</td>
</tr>
<tr>
<td>RHE 309S Critical Reading and Persuasive Writing</td>
<td>3</td>
</tr>
<tr>
<td>RHE 325M Advanced Writing</td>
<td>3</td>
</tr>
<tr>
<td>RHE 360M Rhetoric and Writing for Teachers of English</td>
<td>3</td>
</tr>
<tr>
<td>E 360R Literary Studies for High School Teachers of English</td>
<td>3</td>
</tr>
<tr>
<td>E 364T The English Language and Its Social Context</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural Literature in the American Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

For rhetoric and writing majors seeking certification in English, grades seven through 12:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 339F Adolescent Literacy</td>
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</tr>
<tr>
<td>RHE 309S Critical Reading and Persuasive Writing</td>
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<td>RHE 325M Advanced Writing</td>
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<tr>
<td>E 364T The English Language and Its Social Context</td>
<td>3</td>
</tr>
<tr>
<td>Multicultural Literature in the American Classroom</td>
<td>3</td>
</tr>
</tbody>
</table>

Program in Comparative Literature

The program in comparative literature approaches the study of literature from a variety of viewpoints rather than from the viewpoint of a single language or nation. Courses in literary history, practical criticism, and critical theory stress the relationship between literature and other disciplines in the humanities, the arts, and the social sciences. The program offers both the doctoral and the master's degree and sponsors courses on both the graduate and the undergraduate level. All comparative literature courses are conducted in English.

To introduce undergraduates to the field of study, the comparative literature faculty has designed a cluster of courses in critical thinking and world literature. These courses concentrate on writing and thinking critically, with a focus on literary texts drawn from around the world, in the context of an interdisciplinary and international program. The 12-hour cluster complements many majors in liberal arts; with the approval of the student's major department, it may be used to fulfill the minor requirement. More information is available from the comparative literature program.

Bachelor of Arts, Plan I

The requirements for the Bachelor of Arts under Plan I are designed to give each student flexibility in the selection of courses to meet individual needs.

A total of 120 semester hours is required. Thirty-nine hours must be in upper-division courses. At least 60 hours, including 24 hours of upper-division coursework, must be completed in residence at the University. Provided residence rules are met, credit may be earned by examination, by extension, by correspondence (up to 30 percent of the hours required for the degree), or, with the approval of the dean, by work transferred from another institution. Up to 16 semester hours of classroom and/or correspondence coursework may be taken on the pass/fail basis; this coursework may be counted only as electives.

All students must complete the University’s Core Curriculum. In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: three flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic adviser.

The specific requirements for the Bachelor of Arts, Plan I, consist of prescribed work, major and minor requirements, and electives. In some cases, a course that fulfills one of these requirements may also be counted toward the core curriculum; these courses are identified below.

Courses in the major and minor may also be used to fulfill prescribed work requirements unless expressly prohibited. A course in one prescribed work area may not also be used to fulfill the requirements of another prescribed work area; the only exception to this rule is that a course that fulfills one requirement may also be used to fulfill a flag requirement.

The student must fulfill the University’s General Requirements (p. 19) for graduation and the requirements of the College of Liberal Arts. University graduation requirements include a grade point average of at least 2.00 in all courses taken at the University (including credit by examination, correspondence, and extension) for which a grade or symbol other than Q, W, X, or CR is recorded; for the BA, Plan I, the student must also earn a grade point average of at least 2.00 in courses taken at the University and counted toward the major requirements. The student should also refer to the description of his or her major in the section Majors and
Minors below, since some majors include higher minimum scholastic requirements.

More information about grades and the grade point average is given in the General Information Catalog.

Prescribed Work

1. Writing and Literature: English 316L, 316M, or 316N and two courses beyond RHE 306 or the equivalent that carry a writing flag. One of these courses must be upper-division. Courses that carry a writing flag are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified.

2. Foreign language: Proficiency in a language other than English is required.

   The study of a second language contributes in an important way to a broad education for today's students, who live in a world where the overwhelming majority of people do not speak or read English and where much of the knowledge that is disseminated may never appear in English. Knowledge of a second language is important for an appreciation of the culture of the people using that language, and it also helps students to understand the structure and complexities of their own native language. Students with sufficient preparation may be able to use the second language for study in their chosen discipline. An intermediate level of competency as determined by the completion of any one of the following options:

   a. Certified proficiency on a placement or credit-by-exam test.
   
   b. Students with previous experience in the language they plan to use to meet the language requirement must take a language placement test. A student may not select for credit a language course below this placement level without departmental permission.
   
   c. A passing grade in a language course listed below:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASL 311D</td>
<td>American Sign Language III: Intermediate 3</td>
</tr>
<tr>
<td>ARA 611C</td>
<td>Intensive Arabic II 6</td>
</tr>
<tr>
<td>BEN 312L</td>
<td>Second-Year Bengali II 3</td>
</tr>
<tr>
<td>CHI 612</td>
<td>Accelerated Second-Year Chinese 6</td>
</tr>
<tr>
<td>CHI 312L</td>
<td>Second-Year Chinese II 3</td>
</tr>
<tr>
<td>CZ 611C</td>
<td>Intensive Czech II 6</td>
</tr>
<tr>
<td>CZ 412L</td>
<td>Second-Year Czech II 4</td>
</tr>
<tr>
<td>DAN 612</td>
<td>Accelerated Second-Year Danish 6</td>
</tr>
<tr>
<td>DCH 612</td>
<td>Accelerated Second-Year Dutch 6</td>
</tr>
<tr>
<td>FR 611C</td>
<td>Intermediate French 6</td>
</tr>
<tr>
<td>FR 412K</td>
<td>Intermediate French I 4</td>
</tr>
<tr>
<td>GER 612</td>
<td>Accelerated Second-Year German: Readings in Modern German 6</td>
</tr>
<tr>
<td>GK 312K</td>
<td>Intermediate Greek II 3</td>
</tr>
<tr>
<td>GK 312L</td>
<td>Intermediate Greek II: Biblical Greek 3</td>
</tr>
<tr>
<td>GK 610C</td>
<td>Intermediate Modern Greek 6</td>
</tr>
<tr>
<td>GK 310K</td>
<td>Second-Year Modern Greek II 3</td>
</tr>
<tr>
<td>HEB 612C</td>
<td>Intensive Biblical Hebrew II 6</td>
</tr>
<tr>
<td>HEB 611C</td>
<td>Intensive Hebrew II 6</td>
</tr>
<tr>
<td>HIN 312L</td>
<td>Second-Year Hindi II 3</td>
</tr>
<tr>
<td>HIN 612</td>
<td>Accelerated Second-Year Hindi 6</td>
</tr>
<tr>
<td>ITL 611C</td>
<td>Intermediate Italian 6</td>
</tr>
<tr>
<td>JPN 611D</td>
<td>Intermediate Japanese 6</td>
</tr>
<tr>
<td>KOR 312L</td>
<td>Second-Year Korean II 3</td>
</tr>
<tr>
<td>LAL 611C</td>
<td>Intensive Indigenous Language of Latin America II 6</td>
</tr>
<tr>
<td>LAT 511K</td>
<td>Accelerated Intermediate Latin 5</td>
</tr>
<tr>
<td>MAL 312L</td>
<td>Second-Year Malayalam II 3</td>
</tr>
<tr>
<td>NOR 612</td>
<td>Accelerated Second-Year Norwegian 6</td>
</tr>
<tr>
<td>PRS 611C</td>
<td>Intensive Persian II 6</td>
</tr>
<tr>
<td>PRS 612C</td>
<td>Intensive Persian for Heritage Speakers 6</td>
</tr>
<tr>
<td>POL 611C</td>
<td>Intensive Polish II 6</td>
</tr>
<tr>
<td>POL 312L</td>
<td>Second-Year Polish II 3</td>
</tr>
<tr>
<td>POR 611D</td>
<td>Second-Year Portuguese 6</td>
</tr>
<tr>
<td>RUS 611C</td>
<td>Intensive Russian II 6</td>
</tr>
<tr>
<td>RUS 412K</td>
<td>Second-Year Russian I 4</td>
</tr>
<tr>
<td>SAN 312L</td>
<td>Second-Year Sanskrit II 3</td>
</tr>
<tr>
<td>S C 312L</td>
<td>Second-Year Bosnian/Croatian/Serbian II 3</td>
</tr>
<tr>
<td>SAL 312L</td>
<td>Second-Year South Asian Languages II 3</td>
</tr>
<tr>
<td>SEL 611C</td>
<td>Intensive Slavic and Eurasian Languages II 6</td>
</tr>
<tr>
<td>SEL 312L</td>
<td>Second-Year Slavic and Eurasian Languages II 3</td>
</tr>
<tr>
<td>SPN 311</td>
<td>Intermediate Spanish 3</td>
</tr>
<tr>
<td>SPN 611D</td>
<td>Second-Year Spanish 6</td>
</tr>
<tr>
<td>SPN 311J</td>
<td>Intermediate Spanish for Heritage Learners 3</td>
</tr>
<tr>
<td>SWA 611C</td>
<td>Intensive Swahili II 6</td>
</tr>
<tr>
<td>SWE 612</td>
<td>Accelerated Second-Year Swedish 6</td>
</tr>
<tr>
<td>TAM 312L</td>
<td>Second-Year Tamil II 3</td>
</tr>
<tr>
<td>TEL 312L</td>
<td>Second-Year Telugu II 3</td>
</tr>
<tr>
<td>TUR 611C</td>
<td>Intensive Turkish II 6</td>
</tr>
<tr>
<td>URD 312L</td>
<td>Second-Year Urdu II 3</td>
</tr>
<tr>
<td>UKR 312L</td>
<td>Second-Year Ukrainian II 3</td>
</tr>
<tr>
<td>YID 612</td>
<td>Accelerated Second-Year Yiddish 6</td>
</tr>
<tr>
<td>YOR 611C</td>
<td>Intermediate Yoruba 6</td>
</tr>
<tr>
<td>d. Students who wish to meet the requirement with proficiency in a language not listed in the table above should contact the Texas Language Center.</td>
<td></td>
</tr>
</tbody>
</table>

3. Social science: three semester credit hours in a social science field, in addition to the course taken to satisfy the Social and Behavioral Science requirement of the Core Curriculum. Courses that are approved to count toward any core curriculum area other than social and behavioral sciences may not be counted toward this requirement.

   A list of approved courses is available each semester in the Student Division on the College of Liberal Arts website.

4. Mathematics: Three semester hours in mathematics, excluding M 301, 316K, and 316L. Some courses that fulfill this requirement may also be counted toward the mathematics requirement of the core curriculum.
Majors and Minors

Major Requirements

The Bachelor of Arts, Plan I, requires the completion of all requirements for one major. The number of semester hours required in the major varies with the field selected. Unless the requirements of the major state otherwise, a major consists of at least 24 but no more than 45 semester hours, with at least 15 hours in upper-division courses. Of these 15 hours, six must be taken in residence. At least 18 hours of coursework in the major, including six hours of upper-division coursework, must be completed in residence at the University.

Minors

All students pursuing a major under the BA Plan I, with the exception of International Relations and Global Studies majors, must complete a minor. There are three types of minor:

1. A minor offered by a department or center
2. A Liberal Arts multi-disciplinary minor in the Social and Behavioral Sciences
3. A Liberal Arts multi-disciplinary minor in Cultural Expression, Human Experience, and Thought

Only one minor may be declared per major. Before planning to use a course to fulfill the minor requirement, the student should consult the department that offers the course.

At least nine of the hours required for the minor must include coursework not used to satisfy the requirements of the student's major. Courses used to fulfill the requirements for a minor must be taken on the letter-grade basis, and half of the required semester hours must be taken in residence.

Electives

In addition to the core curriculum, prescribed work, and major and minor, the student must complete enough elective coursework to provide the 120 semester hours required for the degree. These 120 hours may include no more than 12 hours of conference courses and internship courses combined as described in Conference Courses and Internship Courses (p. 202); 12 hours of Bible courses; nine hours of designated coursework in air force science, military science, or naval science, except for students enrolled in the Military Leadership minor; 16 hours completed on the pass/fail basis; 39 hours in any one field of study in the College of Liberal Arts or the College of Natural Sciences, unless major requirements state otherwise; and 39 hours in any other single college or school of the University. Mathematics courses at the level of college algebra may not count toward elective hours.

American Studies

Major

Twenty-seven semester hours of coursework in American studies, including at least 15 hours of upper-division coursework. The following courses are required:

1. American Studies 310, *Introduction to American Studies*
3. American Studies 355, *Main Currents of American Culture to 1865* and American Studies 356, *Main Currents of American Culture since 1865*
4. Nine semester hours chosen from topics of American Studies 370, *Seminar in American Culture*
5. Three additional hours of American studies coursework
6. Liberal Arts 320 or three additional hours of American studies coursework.

Anthropology

Major

Thirty-three semester hours of anthropology, including at least 18 hours of upper-division coursework, consisting of

1. ANT 301, ANT 302, ANT 304, and ANT 307
2. At least three semester hours of upper-division coursework in each of the following areas
   a. Theory: Anthropology 330C or an approved alternate course
   b. Methods: Anthropology 453, 662, 462M, or an approved alternate course
   c. Culture/geographic area


African and African Diaspora Studies

Major

Twenty-four semester hours of coursework in African and African diaspora studies, including at least 15 hours of upper-division coursework. The following courses are required:

1. AFR 303,
2. African and African Diaspora Studies 375, *Community Internship*
3. African and African Diaspora Studies 376, *Senior Seminar*
4. Three upper-division courses (at least nine semester hours) chosen from one of the following tracks:
   a. Critical race, gender, and sexuality theories
   b. Performance, music, art, and literature
   c. Language, history, and behavioral and social sciences
   d. Law, education, health, and policy
5. Six additional semester hours of African and African diaspora studies coursework

A list of courses for each track is available from the undergraduate advisor. Coursework used in requirements 4 and 5 must cover at least two geographical regions of the African diaspora, identified as Africa, the Caribbean, Latin America, and the United States. A list of courses with their geographical affiliation is available in the departmental advising office.
Asian American Studies

Major

1. AAS 301 or 312.

2. Three semester credit hours, chosen from one of the following:
   a. Asian American Studies 310 (approved topics)
   b. Asian American Studies 314

3. Fifteen semester hours, of upper-division coursework in Asian American Studies, divided between two of the following tracks (Courses in each track are available at the Center for Asian American Studies):
   a. Culture, Literature, and Media Studies
   b. Economics, History, and Government
   c. Social Sciences
   d. Public Policy

4. Asian American Studies 377

Asian Cultures and Languages

The Bachelor of Arts with a major in Asian cultures and languages is offered with specialization in Chinese, Japanese, Korean, Hindi/Urdu, Bengali, Malayalam, Sanskrit, or Tamil.

Major

Twenty-four semester hours, including 21 hours of upper-division coursework, in the language and culture of one of the following areas of specialization. A list of approved Asian studies courses related to the areas of specialization is available in the Department of Asian Studies. No more than three hours of internship coursework may be counted toward the major. NOTE: Twenty-four semester hours, including 18 hours of upper-division coursework, are required for the specialization in Japanese.

1. Chinese
   a. Chinese 322 or 341
   b. Three semester hours chosen from Chinese 320L and 340
   c. Six additional semester hours of upper-division coursework in Chinese
   d. Twelve additional semester hours in Asian studies courses related to China, at least six hours of which must be upper-division

2. Japanese
   a. Japanese 317C
   b. Japanese 320K and 320L
   c. Japanese 330
   d. Three additional semester credit hours of upper-division coursework in Japanese
   e. Nine additional semester credit hours in Asian studies courses related to Japan, at least six hours of which must be upper-division

3. Korean
   a. Asian Studies 302D
   b. Twelve semester hours of upper-division coursework in Korean
   c. Nine additional upper-division semester hours in Asian studies courses related to Korea

4. Hindi/Urdu
   a. Twelve semester hours of upper-division coursework in Hindi and/or Urdu
   b. Twelve additional semester hours in Asian studies courses related to South Asia, at least six hours of which must be upper-division. Three semester hours of upper-division coursework in Hindi, Urdu, or Sanskrit may be counted toward this requirement.

5. Bengali
   a. Nine semester hours of upper-division coursework in Bengali
   b. Fifteen additional semester hours in Asian studies courses related to South Asia, six hours of which must be upper-division. Three semester hours of upper-division coursework in Tamil, Sanskrit, Bengali, or Malayalam may be counted toward this requirement.

6. Malayalam
   a. Nine semester hours of upper-division coursework in Malayalam
   b. Fifteen additional semester hours in Asian studies courses related to South Asia, six hours of which must be upper-division. Three semester hours of upper-division coursework in Sanskrit, Bengali, or Tamil may be counted toward this requirement.

7. Sanskrit
   a. Nine semester hours of upper-division coursework in Sanskrit
   b. Fifteen additional semester hours in Asian studies courses related to South Asia, six hours of which must be upper-division. Three semester hours of upper-division coursework in Sanskrit, Hindi, or Urdu may be counted toward this requirement.

8. Tamil
   a. Nine semester hours of upper-division coursework in Tamil
   b. Fifteen additional semester hours in Asian studies courses related to South Asia, six hours of which must be upper-division. Three semester hours of upper-division coursework in Tamil, Sanskrit, Bengali, or Malayalam may be counted toward this requirement.

Asian Studies

Major

Twenty-four semester hours of Asian studies coursework, at least 18 of which must be upper-division, in one of the two areas of specialization listed below. Students specializing in East Asia must choose either the general track or the Taiwan track. No more than six hours of internship coursework may be counted toward the major. Courses counted toward the foreign language requirement may not also be counted toward the major unless otherwise noted. A list of courses that fulfill the requirements of the areas of specialization is available in the Department of Asian Studies.

1. East Asia
   a. General track
      i. At least three semester hours of coursework in East Asian history
      ii. A three-hour Asian studies course related to South Asia
      iii. Asian Studies 379
   iv. Fifteen additional semester hours in Asian studies courses related to East Asia, preferably in more than one East Asian cultural area. Six semester hours of upper-division coursework in Chinese, Japanese, or Korean language may be counted toward this requirement.
following areas of specialization: Classics, Greek, or Latin.

2. Classical Languages

Major

Twenty-four semester hours in the languages and cultures of one of the following areas of specialization: Classics, Greek, or Latin.

1. Classics
   a. Six hours of upper-division Greek
   b. Six hours of upper-division Latin
   c. Classical Civilization 375, Greek 365, or Latin 365
   d. Nine additional hours of Greek, Latin, classical civilization, and Ancient History and Classical Civilization 325 or 378, including at least three upper-division hours

2. Greek
   a. Twelve hours of upper-division Greek, including Greek 365
   b. Twelve hours of Latin, classical civilization, and Ancient History and Classical Civilization 325 or 378, including at least nine in upper-division coursework

3. Latin
   a. Fifteen hours of upper-division Latin, including Latin 324 and Latin 365
   b. Nine hours of Greek, classical civilization, and Ancient History and Classical Civilization 325 or 378, including at least six in upper-division coursework

Classical Studies

Major

Thirty-six semester hours of coursework, at least 21 of which must be upper-division, in one of the two areas of specialization, ancient history or classical archaeology, listed below. Coursework counted toward the foreign language requirement may not also be counted toward the major.

1. Ancient History
   a. Six hours of premodern history, chosen from topics of Ancient History and Classical Civilization 310 and 330.
   b. Nine hours of upper-division Greek and/or Roman history, chosen from topics of Ancient History and Classical Civilization 325.
   c. Twelve hours of classical civilization, Greek, Latin, or topics of Ancient History and Classical Civilization 325 and 378.
   d. Six hours of upper-division coursework in Greek and/or Latin.

2. Classical Archaeology
   b. Three hours of approved coursework in archaeological techniques and analysis. A list of approved courses is available in the Department of Classics.
   c. Three hours of upper-division coursework in Greek or Roman history, chosen from topics of Ancient History and Classical Civilization 325 and 378.
   d. Three hours of approved upper-division coursework in ancient art history. A list of approved courses is available in the Department of Classics.
   e. Six hours of upper-division coursework in either Greek or Latin.
   f. Twelve additional hours of coursework chosen from ANT 304, 304T, approved topics of Middle Eastern Studies 342, Religious Studies 354D, Greek, Latin, and the areas listed in requirements (2a) through (2e).
   g. Fieldwork experience approved by the classical studies faculty adviser.

Economics

All economics majors must earn grades of at least C- in Mathematics 408K and 408L. The following combinations of courses alternatively satisfy the math requirement, with a grade of at least a C- in each course: Mathematics 408C and 408D, Mathematics 408N and 408S, Mathematics 408K and 408S, Mathematics 408C and 408S, or Mathematics 408N and 408L. Mathematics 403K and 403L (and transfer equivalents) may not be substituted for the required mathematics courses.

Major

At least 31 semester hours of economics, consisting of Economics 304K, 304L, 420K, 320L, 329, or 441K, and 12 additional hours of upper-division coursework. At least six of the additional semester hours of upper-division coursework must be in courses for which a grade of at least C- is required. Economics 420K is a prerequisite. Economics 420K, 320L, 329, and 441K must be completed in residence. Economics majors must take Economics 420K at least two semesters prior to completion of the degree. All economics majors must earn a grade of at least C- in each course counted toward fulfillment of the major requirements, except Economics 329, in which a grade of at least C is required. Economics 329 with a grade of at least C is a prerequisite for Economics 420K. A minimum grade point average of at least 2.00 in all courses taken at the University and counted toward the major is also required.

No student may register for more than 11 semester hours of economics in any one semester without approval of an undergraduate advisor in the Department of Economics.
English

Major

Thirty-three semester hours of English, including at least 21 semester hours of upper-division coursework consisting of the following:

1. An introductory literary skills course, chosen from English 314J, 314L, 314T, or 314V
2. An introductory literary survey course, chosen from English 316L, 316M, 316N, or 316P
3. A diverse perspectives course
4. A course in literature or language from 1940 to the present
5. An upper-division course in literature or language from 1830 to 1940
6. An upper-division course in language or language from 1630 to 1830
7. An upper-division course in literature or language prior to 1630
8. An upper-division single- or dual-author course
9. Nine additional semester hours of upper-division coursework in English

A list of courses that may be used to fulfill requirements is available in the English Advising Office, Parlin Hall 114, and on the Department of English website.

The student must make a grade of at least C- in each course counted toward fulfillment of the major requirements. A minimum grade point average of 2.00 in courses taken at the University and counted toward the major is also required.

Students are discouraged from taking more than six semester hours of coursework in English in a semester. No student may take more than nine hours of coursework in English in a semester.

Ethnic Studies

The ethnic studies program is administered by the Center for Asian American Studies. The director and executive committee of this center advises students, prescribes groups of courses that fulfill content requirements, and authorizes course substitutions when appropriate. Students majoring in ethnic studies must meet the requirements of the concentration as outlined in Asian American Studies (p. 208).

European Studies

Students select one of three tracks: (I) European studies with a focus on pre-1700 Europe, (II) European studies with a focus on post-1700 Europe, or (III) European studies with a focus on European thought. The tracks are interdisciplinary in nature and draw on courses in many departments and allow students considerable opportunity to shape their coursework around their interests.

Students majoring in European studies must complete six semester hours of upper-division coursework in one of the following languages: Czech, Danish, Dutch, French, German, modern Greek, Italian, Norwegian, Polish, Portuguese, Serbian/Croatian, Spanish, or Swedish. With permission from the director of the Center for European Studies, however, students may study other languages for their major—such as Arabic, Persian, Hindi, Hebrew, Turkish, Russian, Latin, or ancient Greek—when an application of those language skills will significantly enhance their work as distinctly European studies scholars in their track. Courses taught in English may not be used. Courses used to fulfill the European studies language requirement will be counted toward the major.

Major

Thirty semester hours of coursework in European studies, at least 24 of which must be upper-division, consisting of the following. No more than nine hours of coursework counted toward the major may focus on a single country or culture.

1. EUS 305,
2. European Studies 350, Governments and Politics of Western Europe or Government 351D, The Theoretical Foundations of Modern Politics
3. Completion of one of the following tracks:
   A. Track I: European studies with a focus on pre-1700 Europe
      i. Three hours in each of the following two areas:
         a. EUS 306, European Studies 346, Topics in European Anthropology, Geography, History, and Sociology, chosen from an approved list
         b. EUS 307, European Studies 347, Topics in European Culture, Literature, Art, Music, and Media, chosen from an approved list
      ii. Nine additional hours of European studies coursework chosen from an approved list on the Center’s website, only three hours of which may be lower-division
   B. Track II: European studies with a focus on post-1700 Europe
      i. Three hours in each of the following three areas:
         a. EUS 306, European Studies 346, Topics in European Anthropology, Geography, History, and Sociology, chosen from an approved list
         b. EUS 307, European Studies 347, Topics in European Culture, Literature, Art, Music, and Media, chosen from an approved list
         c. EUS 308, European Studies 348, Topics in European Economics, Government, Business, and Policy
      ii. Six additional hours of European studies coursework chosen from an approved list on the Center’s website, only three hours of which may be lower-division
   C. Track III: European studies with a focus on European thought
      i. Three hours in each of the following three areas:
         1. European intellectual history or philosophy, chosen from History 309K or 309L, Philosophy 349, or an approved list.
         2. Religion, chosen from CTI 304, History 343, R S 304, 318, or an approved list.
         3. History of science, mathematics, technology, or medicine chosen from History 322D, 322G, 322M, or an approved list.
      ii. Six hours of additional coursework in European thought, chosen from an approved list on the Center’s website, only three hours of which may be lower-division
4. European Studies 375, Capstone Research in European Studies, in which the student prepares a thesis
5. Participation in an approved study abroad program or in an approved internship in Europe selected from a list available from the European studies faculty advisor

French Studies

Major

Twenty-four semester hours of upper-division French, including
c. Six semester hours of upper-division coursework in one foreign language, excluding courses conducted in English

All government majors must earn a grade of at least C- in each course counted toward fulfillment of the major requirements. A minimum grade point average of 2.00 in courses taken at the University and counted toward the major is also required.

No more than six hours of internship coursework may be counted toward the major, including transfer credit earned in internship courses at other institutions of higher education.

No student may register for more than nine semester hours of government in one semester without the consent of an undergraduate advisor in the Department of Government.

Health and Society

Major

Thirty semester credit hours, including at least 15 hour of upper-division coursework, consisting of:

1. H S 301,

2. Three semester hours in each of the following:
   a. Biology: three semester hours in Biology 311C, Introductory Biology I
   b. Social/behavioral epidemiology: three semester hours in Health Education 343, Foundations of Epidemiology
   c. Methods and statistics: three semester hours, chosen from an approved list
   d. Social justice and health: three semester hours, chosen from an approved list

3. Nine semester hours, chosen from an approved list, in one of the following tracks:
   a. Health and behavior
   b. Cultural aspects of health
   c. Health care and the economy
   d. Population health

4. Three additional semester hours, chosen from any course offered from any of the tracks listed above.

5. Health and Society 378, Seminar in Health and Society; or, for students seeking special honors, Health and Society 679HA and 679HB, Honors Tutorial Course

Humanities

Major

Forty-two semester hours, including at least 30 hours of upper-division coursework, arranged by contract in consultation with the humanities advisor. None of these 42 hours may be counted toward the core curriculum or the prescribed work for the Bachelor of Arts degree.

Students normally enter the program in the sophomore or junior year. In developing the contract, the student and the advisor define objectives, central subject areas, and a general plan of study, structured in accordance with the student's interests. With the approval of the humanities advisor, the student chooses one of the following tracks:

1. Track One
   a. Nine semester hours in a single field of study in the College of Liberal Arts
   b. Nine hours in one or more other fields of study in the College of Liberal Arts
   c. Nine hours in any field or fields outside the College of Liberal Arts
   d. Nine additional hours in any field or fields at the University
   e. Six hours of upper-division coursework in humanities, including Humanities 370

2. Track Two
   a. Twelve semester hours in a single field of study in the College of Liberal Arts
   b. Nine hours in a second field of study in the College of Liberal Arts
   c. Fifteen additional hours in any field or fields at the University
   d. Six hours of upper-division coursework in humanities, including Humanities 370

Students in the Humanities Honors Program must use Humanities 679HA and 679HB to fulfill requirements 1e or 2d.
International Relations and Global Studies

Major

Forty-five semester hours of coursework, at least 30 of which must be upper-division, consisting of the following:

1. Twelve hours in the following five core courses in the major:
   a. IRG 301
   b. A three-semester-hour course chosen from ECO 301, Economics 304K, Introduction to Microeconomics or Economics 304L, Introduction to Macroeconomics
   c. GRG 305,
   d. A three-semester-hour course chosen from ANT 302, or SOC 302,
2. International Relations and Global Studies 320F, Foundations of International Relations and Global Studies
3. Nine hours, including six upper-division, in a single area: Asian Studies, European Studies, Latin American Studies, Middle Eastern Studies, Russian, Eurasian, and East European Studies, approved list of African studies, or another regional area approved by IRG director.
4. Twelve hours of upper-division coursework in one of the following tracks, chosen from a list of approved courses available in the advising office:
   a. Culture, media, and the arts
   b. International security
   c. Science, technology, and environment
   d. International political economy
5. Six hours of upper-division coursework in a single foreign language
6. International Relations and Global Studies 378, Capstone Research in International Relations and Global Studies; or, for students seeking special honors, International Relations and Global Studies 678H, Honors Tutorial Course

International relations and global studies majors must participate in an approved study abroad program. A list of approved programs is available from the faculty advisor. A student who graduated from an international high school may petition to be excused from this requirement. Documentation is required, and the petition must be approved by the faculty adviser and the associate dean for academic affairs.

A grade of at least C- is required for IRG 301, International Relations and Global Studies 320F, Foundations of International Relations and Global Studies, and International Relations and Global Studies 378, Capstone Research in International Relations and Global Studies.

Italian Studies

Major

Twenty-four semester hours of upper-division coursework in Italian, including:

1. Italian 320
2. Three hours in Italian courses chosen from Italian 321 or 325C or 328
3. Three hours in Italian Civilization
4. Fifteen hours in additional Italian upper-division. Up to three hours of Italian Civilization may be counted for three hours of additional Italian upper-division. Up to three hours of Liberal Arts 320 may be counted for three hours of additional Italian Civilization

Only one may be counted for the Major: Liberal Arts 321J, three hours of additional Italian Civilization, Italian 349P, Italian 358Q.

Jewish Studies

Major

Twenty-seven semester hours of coursework in Jewish studies, including 18 hours in-residence, Jewish Studies 304M or 304N, at least three additional hours of lower-division coursework, and 18 hours of upper-division coursework. Students must complete each of the following areas:

1. Humanities and arts: six hours of Jewish Studies 363
2. History and social science: six hours of Jewish Studies 364, or six hours of Jewish Studies 365, or three hours of each.
3. Nine additional hours of Jewish studies coursework are required, six of them upper-division. These hours can include:
   a. Liberal Arts 320J, Jewish Studies Internship, or the nine hours required for the Option in Israel Studies (OIS), see below.
   b. Jewish studies majors can earn an Option in Israel Studies. To earn the OIS, students must complete six semester credit hours of upper-division coursework focused on Israel (these courses may also count toward the Jewish Studies major) and three semester credit hours content course in Middle Eastern studies not in Israel, chosen from approved lists.

Students in the OIS are encouraged but not required to use Hebrew or Arabic to fulfill the foreign language requirement.

Latin American Studies

Major

Twenty-seven semester hours, at least 18 hours of which must be upper-division, including:

1. LAS 301
2. Latin American Studies 337M
3. One of the following social sciences: Latin American Studies 315, 319, 324L, 325, 330, 355
4. Latin American Studies 366
5. Three hours, chosen from the following: Latin American Studies 326, 327, 328, 370P, or 370S
6. Nine additional hours of Latin American studies, of which six must be upper-division
7. Latin American Studies 378

Students must achieve an intermediate level of competency in Spanish, Portuguese, or an indigenous language of Latin America. Credit used to fulfill this requirement may also be used to fulfill the foreign language requirement.
Linguistics

Major

Twenty-seven semester hours of coursework in linguistics, consisting of LIN 306, 344K, 345, 372K, 372L, and 12 additional hours of coursework in linguistics, nine hours of which must be upper-division. Students should consult the undergraduate advisor for information about counting other courses toward the major requirements.

Mexican American and Latina/o Studies

Major

Twenty-seven semester credit hours total, including 18 hours upper-division and 18 hours in residence:

1. MAS 301,
2. Three semester credit hours, chosen from MAS 307, MAS 308, or MAS 309,
3. Three semester credit hours, chosen from Mexican American Studies 361, Mexican American Cultural Studies Seminar, Mexican American Studies 362, Mexican American Policy Studies Seminar, and Mexican American Studies 363, Sociolinguistics in Mexican American and Latina/o Studies
4. Capstone, Mexican American Studies 378
5. Completion of one of the following is required.
   a. Internship
   b. Study Abroad (approved)

Students majoring in Mexican American and Latina/o Studies must achieve, at a minimum, an intermediate level of proficiency in Spanish, Portuguese, or a relevant Indigenous language.

Middle Eastern Studies

Major

Thirty-six semester hours of coursework in Middle Eastern studies, 27 of which must be upper-division coursework, consisting of the following:

1. Six semester credit hours, chosen from Middle Eastern Studies 301J, 301K, 301L, 310C, 310R, Islamic Studies 310
2. Middle Eastern Studies 301C
3. Six semester hours of upper-division coursework in a Middle Eastern language (Arabic, Hebrew, Persian, or Turkish)
4. Three semester hours of upper-division coursework in each of the following areas:
   a. Social science: Middle Eastern Studies 341, Topics in the Middle East: Social Science.
   b. Arts and humanities: Middle Eastern Studies 342, Topics in the Middle East: Arts and Humanities.
   c. History: Middle Eastern Studies 343, Topics in the Middle East: History.
5. Nine upper-division hours chosen from a single track, consisting of one of the following (courses used to fulfill this requirement must be in addition to items 3 and 4):
   a. Arabic
   b. Hebrew
   c. Turkish
   d. Persian
   e. Ancient Near East
   f. Islamic Studies
   g. History
   h. Literature
6. Middle Eastern Studies 323C

Philosophy

Major

Thirty semester hours of philosophy, at least 18 of which must be upper-division, including

1. Three hours of symbolic logic: Philosophy 313, 313K, or 313Q
2. Philosophy 329K or 329L, which may also be counted toward requirement 3 or 4 below
3. Three hours of ancient philosophy: Philosophy 301K or 329K
4. Three hours of early modern philosophy: Philosophy 301L or 329L
5. Six hours chosen from Philosophy 321K, 323K, 323M, 323S, 325K, and 332

Portuguese

1. Three semester hours of advanced grammar and writing: Portuguese 327C
2. One introductory course in language and linguistics in society: Portuguese 330L
3. One introductory course in literatures and cultures: Portuguese 328C
4. One upper-division course in Spanish (SPN) or Spanish Civilization (SPC, taught in English)
5. Fifteen additional semester hours of coursework in upper-division Portuguese

Psychology

Major

Twenty-eight semester hours of psychology, at least 19 of which must be upper-division, including PSY 301 and 420M with a grade of at least C in each. No more that six hours of lower-division psychology may be taken beyond PSY 301 and no less than 15 hours of upper-division beyond Psychology 420M. Students may take courses from a variety of areas within the field of psychology, including clinical psychology, cognition, developmental psychology, evolutionary psychology, language, neuroscience, perception, and social psychology.

Psychology 420M and at least six hours of upper-division coursework must be completed in residence at the University. Psychology majors must earn a grade of at least C in Psychology 420M to register for upper-division psychology courses. Students may not enroll in Psychology 420M more than twice.

Psychology 357 and 359 are offered on the pass/fail basis only; they may not be counted toward the 28 hours in psychology required for the major.
No student may register for more than 10 semester hours of psychology in any one semester without approval of an undergraduate advisor in the Department of Psychology.

Race, Indigeneity, and Migration

Major

Twenty-seven semester credit hours, including 15 upper-division and 18 in residence.

1. Three semester hours of RIM 301
2. Six semester hours of gateway courses:
   a. Three hours of Historical Foundations chosen from AFR 301, AAS 301, American Studies 315O, History 317L (Topic 8: Introduction to Native American Histories), MAS 301, WGS 303, or WGS 305
   b. Three hours of Race, Indigeneity, and Migration 350
3. Nine semester hours, chosen from an approved list, in one of the following tracks. At least three of these hours must include a course that offers training in ‘tools’:
   a. Critical and comparative race
   b. Migration and refugee flows
   c. Indigeneity
   d. Gender, Sexuality and Justice
   e. Teaching Race, Indigeneity, and Migration
4. Six additional semester hours, chosen from any course offered from any of the tracks listed above
5. Three hours of the capstone course Race, Indigeneity, and Migration 378

Religious Studies

Major

Thirty semester hours of religious studies coursework, of which at least 18 hours must be upper-division. A single course may not be counted toward more than one of the following requirements. The 30 hours of coursework must include

1. In each of the following areas, at least three semester hours chosen from a list of courses available from the religious studies adviser:
   a. Area I: Religions of Asia
   b. Area II: Religions of Europe, the Middle East, and Africa
   c. Area III: Religions of the Americas
   d. Area IV: Approaches to the study of religion and comparative studies of religion
2. Primary area: Six additional hours of upper-division coursework in one of these four areas chosen in consultation with the religious studies advisor
3. Religious Studies 375S, Advanced Seminars in Religious Studies

Rhetoric and Writing

Major

Twenty-seven semester hours of coursework in rhetoric and writing, at least 18 of which must be upper-division, consisting of

1. RHE 306,
2. Rhetoric and Writing 321, Principles of Rhetoric
3. Each of the following courses (any topic):
   b. Rhetoric and Writing 330D, History of Rhetoric
   c. Rhetoric and Writing 330E, Rhetorical Theory and Analysis
4. Three hours chosen from Rhetoric and Writing 310, 325M, 328 (any topic), 368C, or 368E
5. Nine additional semester hours in rhetoric and writing, including six hours of upper-division coursework

Russian, East European, and Eurasian Studies

Major

Students select one of two tracks. Both tracks are designed to allow students considerable opportunity to shape their coursework around their interests:

1. Russian, East European, and Eurasian area studies, consisting of:
   a. REE 301
   b. Russian, East European, and Eurasian Studies 301L
   c. Six hours of upper-division coursework in a Slavic, Central Asian, or East European language
   d. Fifteen semester hours of upper-division coursework, which must include one Russian, East European, and Eurasian Studies 325, and either a Russian, East European, and Eurasian Studies 335 or a Russian, East European, and Eurasian Studies 345.

   Students pursuing track 1 area studies, must complete a total of three years of language study in a Slavic, Central Asian, or East European language

2. Russian, East European, and Eurasian area studies with a language concentration, consisting of:
   a. REE 301
   b. Russian, East European, and Eurasian Studies 301L
   c. Twelve hours of upper-division coursework in a Slavic, Central Asian, or East European language
   d. Nine semester hours of upper-division coursework in Russian, East European, and Eurasian Studies, which must include one Russian, East European, and Eurasian Studies 325, and either a Russian, East European, and Eurasian Studies 335 or a Russian, East European, and Eurasian Studies 345.

   Students pursuing track 2 area studies with a language concentration, are encouraged to study their chosen language over the summer or to take a fourth year.

Sociology

Major

At least 30 semester hours of coursework in sociology, including SOC 302, 317L (or approved substitution), 327M, and 379M. At least 18 semester hours must be in upper-division courses. Sociology majors must earn grades of at least C in SOC 302, 317L (or approved substitution), and 327M. To enroll in Sociology 327M for a second time, a student must have the consent of a sociology undergraduate advisor. Students may not enroll in Sociology 327M more than twice. Sociology 327M and 379M must be taken in-residence.
If the student completes an approved substitute course instead of Sociology 317L, that course is counted toward the 30 hours required for the major and is included in the major grade point average.

**Spanish**

1. Three semester hours of grammar and writing: Spanish 327C or Spanish 327N
2. One introductory course in language and linguistics in society: Spanish 330L
3. One introductory course in literatures and cultures: Spanish 328C
4. One upper-division course in Portuguese (POR) or Portuguese Civilizations (PRC, taught in English)
5. Twelve additional semester hours of upper-division coursework in Spanish
6. One Capstone Seminar: Spanish 379C or Spanish 379L

**Sustainability Studies**

**Major**

Thirty-nine credit hours, including 18 upper division, consisting of the following:

1. Geography 404E, 309C, or SUS 301.
2. Nine hours of sustainability foundations, consisting of:
   a. Three hours in humanities and social science, chosen from ANT 302, GRG 305, 319, Social Science 302E, SOC 302, and URB 301
   b. Three hours in environment and earth sciences, chosen from Geography 401C, 301K, and Geological Sciences 302C
   c. Three hours in economics and development, chosen from ECO 301, 304K, 304L, Geography 350K, 342C, and Social Science 302E
3. Nine hours of sustainability theories and context, consisting of:
   a. Three hours in research design and methods, chosen from Anthropology 340C, Geography 410C, 324E, 460G, 373F, Psychology 418, Sociology 317L, and Urban Studies 315
4. Twelve hours in a thematic concentration, chosen from an approved list:
   a. Trajectories to sustainability
   b. Sustainable choices in a diverse world
   c. Natural resources management
5. One course in experiential learning, chosen from Bridging Disciplines 325K, Sustainability Studies 379L, and Urban Studies 360
6. At least one capstone experience course chosen from Anthropology 662, Bridging Disciplines 320K, Geography 323K, 367D, 368D, Sustainability Studies 374, and Urban Studies 370

**Urban Studies**

The Urban Studies degree program is administered by the Department of Geography and the Environment. Students must be admitted to the degree program. They may apply for admission after completing the following requirements: Mathematics 408C, 408K, 408L, or 408N with a grade of at least C+; SDS 301, SDS 302, SDS 304, or SDS 306 with a grade of at least C+. Other comparable courses may be used if approved.

**Major**

Twenty-four semester hours of coursework, consisting of:

1. URB 301, 315, and 360
2. Urban Studies 370 or an approved equivalent course
3. Twelve additional hours of upper-division coursework in urban studies

**Women’s and Gender Studies**

**Major**

Thirty semester hours of coursework in women’s and gender studies, 18 hours of which must be upper-division. It is recommended that six semester hours be taken in women’s and gender studies courses originating from outside the College of Liberal Arts. The 30 required semester hours must include the following:

1. wgs 301, or WGS 305,
2. Women’s and Gender Studies 340, Cross-Cultural Topics in Women’s and Gender Studies
3. Three semester credit hours, chosen from a topic of Women’s and Gender Studies 340 different from the one used for 2, above, or Women’s and Gender Studies 335
4. Women’s and Gender Studies 350, Feminist Theory, or another feminist theory course chosen from a list of courses approved by the Center for Women’s and Gender Studies
5. Women’s and Gender Studies 356, Introduction to Feminist Research Methods, or another research methods course chosen from a list of courses approved by the Center for Women’s and Gender Studies
6. Women’s and Gender Studies 379L, Internship in Women’s and Gender Studies, or Women’s and Gender Studies 360, Research and Thesis in Women’s and Gender Studies
7. Women’s and Gender Studies 379S, Senior Seminar
8. Nine additional hours women’s and gender studies, including six upper-division

**Bachelor of Arts, Plan II**

The Plan II Honors Program is designed to provide a broad, liberal, and challenging education for a limited number of students whose high school class standing and admission test scores indicate strong academic potential and motivation. The enrollment in Plan II is limited; admission to the program is separate from and in addition to admission to the University. Application materials and information about deadlines are available online at https://admissions.utexas.edu/apply.

The Plan II Honors Program is not available to transfer applicants. Disappointed transfer applicants interested in the liberal arts are
encouraged to seek departmental honors tracks in the College of Liberal Arts. More information about departmental honors programs is available in the Academic Policies and Procedures (p. 193) section.

The Plan II Honors Program includes the basic coursework required of Plan I students, but much of this work is done in small sections that are restricted to Plan II students and taught by professors selected for their excellent teaching records. Additional required courses explore the humanities, the natural sciences, and the social sciences and provide considerable opportunity for individual research, writing, and speaking. The remainder of the student’s program is made up of approved electives.

The academic programs of most Plan II students include 36 semester hours or more of elective coursework. The student may use electives to pursue a second major in the College of Liberal Arts or the College of Natural Sciences. Dual degree programs are available in conjunction with most other undergraduate colleges.

Qualified students who are accepted into both the Plan II Honors Program and the Cockrell School of Engineering may pursue a curriculum leading to both the Bachelor of Arts, Plan II, and a bachelor's degree in engineering. Students interested in this dual degree program must apply both to Plan II and to the Cockrell School. Further information is available from the director of Plan II and from the Office of Student Affairs in the Cockrell School.

Qualified students who are accepted into both the Plan II Honors Program and the McCombs School of Business may pursue a curriculum leading to both the Bachelor of Arts, Plan II, and the Bachelor of Business Administration. Students interested in this dual degree program must apply both to Plan II and to the Cockrell School. Further information is available from the director of Plan II and from the McCombs School.

A dual degree program is also available that leads to the degrees of Bachelor of Arts, Plan II, and Bachelor of Architecture. Students must apply both to Plan II and to the School of Architecture. Additional information is available from the director of Plan II and from the School of Architecture.

In addition to the following requirements, the student must fulfill the University’s General Requirements (p. 19) and the requirements of the College of Liberal Arts given in Special Requirements of the College (p. 200).

**Special Requirements**

Students who fail to maintain a University grade point average of at least 3.0 will be considered for academic dismissal from Plan II. All students whose grade point average falls below 3.0 but not below 2.50 will be put on academic review. Students whose grade point average falls below 2.50 at any point after their first semester in Plan II will be dismissed from the program. In addition, any student who fails to earn a final grade of at least a C- in any of the following required courses will be dismissed from the program: English 303C, 303D, Philosophy 610QA/610QB, Social Science 302C, 302D, 302E, 302F, T C 302, 303C, 303D, 358, 359T, 660HA/660HB. Students may only register for Tutorial Course 660H or 359T if their University grade point average is 3.0 or higher. Lastly, students who are not enrolled at The University of Texas at Austin for four consecutive long semesters and therefore fail to make satisfactory progress toward the degree will be automatically dismissed from the Plan II Honors Program. All of these stipulations may be appealed and exceptions may be made on a case-by-case basis by the director of Plan II in consultation with the associate director, assistant director, and academic advisors. A student who is academically dismissed from the Plan II program is eligible to continue to enroll in the College of Liberal Arts in another academic program if the student fulfills the academic requirements for the Bachelor of Arts, Plan I, and the scholastic standards for continuance in the University given in the General Information Catalog. Students in scholastic difficulty should discuss their problems with a Plan II academic advisor and the director.

**Choice of Work**

A degree program must include at least 120 semester hours, including at least 36 hours of upper-division coursework. Without special permission from the director and the dean, no more than 39 hours in one field of study in the College of Liberal Arts or the College of Natural Sciences and no more than 36 hours in courses offered in any other college or school may be counted toward the degree.

Plan II students may use credit by examination to fulfill certain program requirements. More information on testing policies and credit by examination is available from a Plan II academic advisor.

T C 302 and two semesters of Tutorial Course 358 are required. Tutorial Course 660H is required of students seeking special honors in Plan II, students pursuing the Plan II degree alone, and students writing creative theses. In exceptional situations, students completing dual degree programs may be approved by the Plan II associate director to enroll in Tutorial Course 359T, Essay Course, in lieu of Tutorial Course 660H. Other requirements for the Bachelor of Arts, Plan II, are outlined below. All courses offered in the Plan II Honors Program are subject to approval by the Plan II Faculty Advisory Committee; in some areas the committee will prescribe certain courses for all students in the program. Current information on these matters is available in the Plan II office.

All students must complete the University's Core Curriculum. In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the Skills and Experience flags:

1. Writing: three flagged courses beyond RHE 306 or its equivalent
2. Quantitative Reasoning: one flagged course
3. Global Cultures: one flagged course
4. Cultural Diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent Inquiry: one flagged course

Courses that may be used to fulfill core curriculum and flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity and global cultures flags from the same course. Students are encouraged to discuss options with a departmental academic advisor.

The following are the specific requirements of the Plan II program. In some cases, a course that is required for the BA, Plan II, may also be counted toward the core curriculum; these courses are identified below.

1. English 303C and 303D, or Tutorial Course 303C and 303D. Each set of courses also meet the English composition and humanities requirements of the core curriculum.
2. Two courses beyond RHE 306 or the equivalent that carry a writing flag. One of these courses must be upper-division. Courses that carry a writing flag are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified.
3. Proficiency in a language other than English is required.

The study of a second language contributes in an important way to a broad education for today’s students, who live in a world where...
the overwhelming majority of people do not speak or read English and where much of the knowledge that is disseminated may never appear in English. Knowledge of a second language is important for an appreciation of the culture of the people using that language, and it also helps students to understand the structure and complexities of their own native language. Students with sufficient preparation may be able to use the second language for study in their chosen discipline. An intermediate level of competency as determined by the completion of any one of the following options:

a. Certified proficiency on a placement or credit-by-exam test.

b. Students with previous experience in the language they plan to use to meet the language requirement must take a language placement test. A student may not select for credit a language course below this placement level without departmental permission.

c. A passing grade in a language course listed below:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td><strong>American Sign Language</strong></td>
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<tr>
<td>ASL 311D</td>
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<td><strong>Arabic</strong></td>
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<td>ARA 611C</td>
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<td><strong>Bengali</strong></td>
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<td>BEN 312L</td>
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<td><strong>Chinese</strong></td>
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<td>or CHI 312L</td>
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<td><strong>Czech</strong></td>
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<td>or CZ 412L</td>
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<td><strong>Danish</strong></td>
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<td><strong>Dutch</strong></td>
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<td>or FR 412K</td>
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<td><strong>German</strong></td>
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<td>GER 612</td>
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<td><strong>Greek</strong></td>
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<td>HEB 611C</td>
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<td><strong>Japanese</strong></td>
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<td><strong>Korean</strong></td>
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<td>KOR 312L</td>
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<td><strong>Indigenous Languages of Latin America</strong></td>
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<td>LAL 611C</td>
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<td><strong>Latin</strong></td>
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<td><strong>Malayalam</strong></td>
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<td>MAL 312L</td>
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<td><strong>Norwegian</strong></td>
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<td>NOR 612</td>
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<td><strong>Persian</strong></td>
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<td>POL 611C</td>
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<td>POR 611D</td>
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<td><strong>Russian</strong></td>
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<td><strong>Sanskrit</strong></td>
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<td>SAN 312L</td>
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<td><strong>Bosnian/Croatian/Serbian</strong></td>
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<td>S C 312L</td>
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<tr>
<td><strong>Slavic &amp; Eurasian Languages</strong></td>
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<tr>
<td>or SEL 312L</td>
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<tr>
<td><strong>South Asian Languages</strong></td>
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<td>SAL 312L</td>
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<td><strong>Spanish</strong></td>
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<td>SPN 311</td>
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<td>SPN 611D</td>
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<td>SPN 311J</td>
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<tr>
<td><strong>Swahili</strong></td>
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<td>SWA 611C</td>
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<td><strong>Swedish</strong></td>
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<td>SWE 612</td>
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<tr>
<td><strong>Tamil</strong></td>
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<td><strong>Telugu</strong></td>
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<td><strong>Turkish</strong></td>
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<td><strong>Urdhu</strong></td>
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<td><strong>Ukrainian</strong></td>
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Yiddish
YID 612 Accelerated Second-Year Yiddish 6

Yoruba
YOR 611C Intermediate Yoruba 6

d. Students who wish to meet the requirement with proficiency in a language not listed in the table above should contact the Texas Language Center.

4. Three hours of Honors Social Science selected from Social Science 302C, 302D, 302E, and 302F. All Honors Social Science courses also meet the social and behavioral sciences requirement of the core curriculum.

5. Six semester hours of non-United States history in the same geographic area.

6. Eighteen semester hours of coursework as outlined below. To satisfy the core curriculum and the mathematics and natural science requirement of the BA, Plan II, a student may count (1) no more than 12 hours in mathematics, computer science, and statistics and scientific computation combined; and (2) no more than nine hours in any single field of study. Substitutions do exist for some of the requirements outlined below; Plan II students should each meet with a Plan II academic advisor to discuss their individual academic plan.

a. Mathematics 310P. This course also meets the mathematics requirement of the core curriculum. Algebra courses at the level of M 301 or the equivalent may not be counted toward this requirement. Students who enter the University with fewer than three units of high school mathematics at the level of Algebra I or higher must take M 301 or 303D without degree credit to remove their deficiency.

b. A three-hour course in logic or modes of reasoning designated by Plan II. Mathematics courses at the level of college algebra may not count toward elective hours.

c. Six hours of coursework in astronomy, biology, chemistry, geological sciences, physical science, or physics. This coursework may be used to fulfill the science and technology, part I, requirement of the core curriculum.

d. Biology 301E. Biology 301E may also be used to fulfill the science and technology part I or part II requirement of the core curriculum.

e. Physics 321 or an approved alternative natural science course as designated by Plan II. Physics 321 may also be used to fulfill the science and technology part I or part II requirement of the core curriculum.

f. Any remaining courses needed to provide 18 hours of work must be chosen from the following fields. No more than three hours may be in the history of science or the philosophy of science. A list of approved alternative courses (items 10 and 11 below) is available in the Student Division and on the College of Liberal Arts website.

i. Astronomy

ii. Biology

iii. Chemistry

iv. Geological sciences

v. Marine science

vi. Nutrition

vii. Physical science

viii. Physics

ix. Mathematics, computer science, and statistics and data sciences

x. Other alternative science courses approved by the dean

xi. Approved alternative courses in history of science and philosophy of science

7. Philosophy 610Q.

8. An approved three-hour course in art history, music history, or history of theatre and dance; or a three-hour upper-division course in classical civilization, humanities, literature, or philosophy.

Electives

In addition to the core curriculum and the preceding specific requirements, the student must complete enough elective coursework to provide the 120 semester hours required for the degree. These 120 hours may include no more than 12 hours of conference courses and internship courses combined as described in Conference Courses and Internship Courses (p. 202); nine hours of designated coursework in air force science, military science, or naval science, except for students enrolled in the Military Leadership minor; 19 hours completed on the pass/fail basis; 36 hours in any one field of study in the College of Liberal Arts or the College of Natural Sciences; and 36 hours in any other single college or school of the University. Mathematics courses at the level of college algebra may not count toward elective hours.

Order of Work

The usual order of work for students in Plan II is outlined below, although it is possible to make exceptions when there is good reason for doing so. There is some variation in the order of work for students in premedical, predental, and dual degree programs, for teacher certification candidates, and for students concentrating in science. Students in these areas should consult the director or an academic advisor.

Suggested Four-Year Plan

First Year:

- Tutorial Course 303C and 303D, or English 303C and 303D
- Biology 301E, Mathematics 310P, and Philosophy 313Q or Tutorial Course 310
- Six semester hours of non–United States history
- Foreign language courses
- TC 302
- A three-semester-hour elective

Second Year:

- Philosophy 610Q
- Three semester hours in mathematics or natural science
- Government 310L and 312L
- Foreign language courses
- Social Science 302C, 302D, 302E, or 302F
- A three-semester-hour elective

Third and Fourth Years:

- Three semester hours in the visual and performing arts
- Three semester hours of humanities or courses in the history of fine arts
- Six semester hours of American history
- Six semester hours of Tutorial Course 358
- Tutorial Course 359T or 660H
- Physics 321, or an approved alternative, and three additional hours of science
- Elective courses sufficient to make a total of at least 120 semester hours, with only upper-division courses usually being approved for third- and fourth-year students

**Bachelor of Science in Environmental Science**

The Bachelor of Science in Environmental Science is designed for students interested in an interdisciplinary scientific perspective on environmental and sustainability issues, analysis, and management. The degree program provides the broad foundation in physical, life, and social sciences needed for a career or graduate study in environmental science and related fields such as climate change, ecology, and conservation. Students who complete the program successfully will be able to assess environmental issues critically from multiple perspectives; to perform field, laboratory, and computer analyses; and to conduct original research. The program is designed to prepare graduates for careers in local, state, and federal government laboratories and nonprofit agencies, environmental consulting firms, environmental education and outreach agencies, and universities and other research settings. The degree is offered by the Jackson School of Geosciences with a major in geological sciences, by the College of Liberal Arts with a major in geographical sciences, and by the College of Natural Sciences with a major in biological sciences. The degree programs share common prescribed work, but each major has its own specific requirements. Students may earn only one Bachelor of Science in Environmental Science degree from the University.

The Bachelor of Science in Environmental Science curriculum consists of 126 semester hours of coursework. All students must complete the University’s Core Curriculum (p. 23). The specific degree requirements consist of prescribed work, major requirements, and electives. In some cases, a course that is required for the degree may also be counted toward the core curriculum.

A course in one prescribed work area may not also be used to fulfill the requirements of another prescribed work area, the only exception to this rule is that a course that fulfills one requirement may also be used to fulfill a flag requirement, unless otherwise specified.

In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete courses with content in the following Skills and Experience flags:

1. Writing: three flagged courses beyond RHE 306 or its equivalent; students in the College of Natural Sciences and the Jackson School of Geosciences must complete only two flagged writing courses. For students in the College of Natural Sciences and the College of Liberal Arts, at least one writing flag must be from an upper-division course.
2. Quantitative reasoning: one flagged course
3. Global cultures: one flagged course
4. Cultural diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent inquiry: one flagged course

**Prescribed Work Common to All Environmental Science Majors**

1. Mathematics: Mathematics 408C, or 408N and 408S, or 408K and 408L
2. Chemistry: CH 301 or 301H; CH 302 or 302H; and CH 204
3. Physics: Physics 317K and 117M. Physics 303K and 103M, or PHY 301 and 101L
4. Biological sciences: Biology 311C and 311D, or 315H
5. Ecology:
   a. Biology 373 or Marine Science 320. Marine Science 320 may not be used to satisfy both requirement 5a and requirement 10c. Environmental Science majors in the College of Natural Sciences must choose Biology 373
   b. Biology 373L or Marine Science 120L. Environmental science majors in the College of Natural Sciences must choose Biology 373L
6. Geological sciences: GEO 401 or GEO 303 or Geography 410C; Geological Sciences 346C, and an approved geological sciences course in sustainability
7. Geography: Geography 335N
8. Field experience and research methods: Environmental Science 311 and 121
9. Capstone Research Experience: one of the following pairs:
   a. Environmental Science 271 and 371 or Environmental Science 171 and 471
   b. Environmental Science 172C and 472D or Environmental Science 272C and 372D
   c. Environmental Science 271 or Marine Science 370, and one of the following: Chemistry 320M, Geography 460G, 368C, 462K, Geological Sciences 327G, Mathematics 408D, 408M, Statistics and Data Sciences 321 or 328M. Note: Geography 460G, 462K, and Geological Sciences 327G may not be used to satisfy both requirement 9c and 10b. Statistics and Data Sciences 321 and 328M may not be used in this requirement by students in the College of Natural Sciences. Biology 377 may substitute for Environmental Science 271 with prior approval of the faculty advisor. Tutorial Course 660HA and 660HB may substitute for Environmental Science 271 and 371 with prior approval of the faculty advisor. Geoscientific Experiences 172H, 173H, and 379H may substitute for Environmental Science 271 and 371 with prior approval of the faculty advisor. Natural Sciences 323 and 371 may substitute for Environmental Science 271 and 371 with prior approval of the faculty advisor.
10. Environmental and sustainability themes: One course in each of the following thematic areas:
   b. Geographic information systems: Geography 460G, 462K, Geological Sciences 327G
   d. Environmental economics, sustainability, and business: Economics 304K, 330T. Advanced Placement credit for Economics 304L may be used to satisfy this requirement.
11. Environmental Science 141 and 151
Admission to the Environmental Science Program

All freshmen and external transfer students majoring in environmental science (EVS) are first admitted to the University as entry-level EVS majors in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences. After completing a minimum of 24 hours in residence, students may select the EVS degree plan that best suits their long-term interests and, if necessary, transfer to the appropriate college/school in accordance with the regulations and procedures set forth in that college or school’s General Information.

Freshman Admission

Freshmen applicants seeking admission to the EVS major through the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences must meet the calculus readiness requirement by the official admissions application deadline. More information about the calculus readiness requirement is available through the University Admissions Office.

Freshmen applicants to the EVS major from all three colleges/schools are reviewed and admitted as a single cohort. Applicants should use the ApplyTexas online application and select the “Environmental Science, Entry-Level” major option listed in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences as a first-choice major. Applicants should apply to the EVS program in the college that best suits their anticipated area of focus (geographical sciences, biological sciences, or geological sciences, respectively).

External Transfer Admission

Students who wish to transfer to the University from another college or University must apply to the Office of Admissions as described in General Information. External transfer applicants seeking admission to the Environmental Science (EVS) Degree Program through the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences must demonstrate calculus readiness by the official admissions application deadline. Details regarding transfer calculus readiness are available through the University Admissions Office.

External transfer applicants to the EVS major from all three colleges/schools are reviewed and admitted as a single cohort. Applicants should use the ApplyTexas online application and select the “Environmental Science, Entry-Level” major option listed in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences as a first-choice major. Applicants should apply to the EVS program in the college that best suits their anticipated area of focus (geographical sciences, biological sciences, or geological sciences, respectively).

Internal Transfer Admission

Internal transfer, entry-level applications submitted to the EVS major through the Jackson School of Geosciences, the College of Liberal Arts, and the College of Natural Sciences are reviewed and admitted as a single cohort. All internal transfer applicants should use the online EVS Program Transfer Application and must meet the requirements for internal transfer given in the General Information.

To be competitive for admission, internal transfer applicants should have a grade point average of at least 3.0 in Biology 311C, CH 301, Mathematics 408C or 408N or 408K, and GEO 401 or GEO 303.

Additional Information for all internal transfer applicants:

- Application Deadline: March 1st for entry the following academic year.
- Only currently enrolled students in good academic standing with their college of residence may apply.
- Students may apply during the semester they are completing the minimum requirements to be eligible for consideration.
- Entry-level admission to all Environmental Science majors is offered as space is available to the students who are best qualified. Decisions are based on the student’s grade point average in the introductory science and math courses listed above, University grade point average, and other factors including, but not limited to, difficulty of course load, course repetitions, proven mathematical ability, and interest in the field of Environmental Science.

Students should consult with an Academic Advisor for additional information on the application process and deadlines.

Additional Prescribed Work

1. Writing and Literature: English 316L, 316M, 316N, or 316P, and three courses beyond RHE 306 or the equivalent that carry a writing flag. One of these courses must be upper-division. Courses that carry a writing flag are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified.

2. Foreign language/culture: One of the following foreign language/culture choices:
   a. Second-semester-level proficiency, or the equivalent, in a foreign language.
   b. First-semester-level proficiency, or the equivalent, in a foreign language and a three-semester-hour course in the culture of the same language area.
   c. Two three-semester-hour courses in one foreign culture area chosen from a list of approved courses available in the Student Division or from the undergraduate advisor.

   Courses taken to attain a certain level of proficiency in a foreign language are not electives and cannot be taken on the pass/fail basis.

3. Social science: Three semester credit hours in a social science field, in addition to the course taken to satisfy the Social and Behavioral Science requirement of the Core Curriculum.

   A list of approved courses is available each semester in the Student Division and on the College of Liberal Arts website.

4. Cultural expression, human experience, and thought: Three semester hours of approved coursework. The course must be in a field of study taught in the College of Liberal Arts. A course counted toward any requirement of the core curriculum may not also be counted toward this requirement.

   A list of approved courses is available each semester in the Student Division and on the College of Liberal Arts website.

Major Requirements

The following 30 semester hours of coursework are required; these hours must include at least 18 hours of upper-division coursework.

1. Geography 401C

3. A grade point average of at least 2.00 in the 30 hours of geography coursework required for the major

Electives
In addition to the core curriculum, prescribed work, additional prescribed work, and major requirements, the student must complete enough elective coursework to provide the 126 semester hours required for the degree. These 126 hours may include no more than 12 hours of conference courses and internship courses combined as described in Conference Courses and Internship Courses (p. 202); 12 hours of Bible courses; nine hours of designated coursework in air force science, military science, or naval science, except for students enrolled in the Military Leadership minor; 16 hours completed on the pass/fail basis; 39 hours in any one field of study offered in the College of Liberal Arts or the College of Natural Sciences, unless major requirements state otherwise; and 36 hours in courses offered in any other single college or school of the University. Mathematics courses at the level of college algebra may not count toward elective hours.

Bachelor of Science in Psychology
As an alternative to the Bachelor of Arts degree, the Bachelor of Science in Psychology is designed to offer students a more extensive scientific program that may better prepare them for graduate study or employment in research fields. Students interested in mathematics-based or physiology-based areas of psychology have the opportunity to develop more breadth and depth in the fields that complement their area of interest within psychology. To accomplish this goal, the curriculum for the Bachelor of Science in Psychology puts more emphasis on natural sciences and less on language arts.

A student may not earn both the Bachelor of Arts with a major in psychology and the Bachelor of Science in Psychology.

A total of 120 semester hours is required. Thirty-six hours must be in upper-division courses. At least 60 hours, including 18 hours of upper-division coursework, must be completed in residence at the University. Provided these residence rules are met, credit may be earned by examination, by extension, by correspondence (up to 30 percent of the hours required for the degree), or, with the approval of the dean, by study offered in the College of Liberal Arts or the College of Natural Sciences, unless major requirements state otherwise; and 36 hours in courses offered in any other single college or school of the University. Mathematics courses at the level of college algebra may not count toward elective hours.

Requirements of the College of Liberal Arts
Consist of prescribed work, the major, the minor, and electives. Only in the following cases may a single course be counted toward more than one requirement:

1. A course that fulfills a core curriculum requirement may also be counted toward any specific requirement of the BSPsy unless otherwise stated below.
2. Courses counted toward the prescribed work may also be counted toward the major.
3. Up to three hours of coursework counted toward the prescribed work or toward the core curriculum may also be counted toward the minor.
4. A course that fulfills another requirement may also be used to fulfill a flag requirement.

The student must fulfill the University’s General Requirements (p. 19) for graduation and the requirements given in the sections Special Requirements of the College of Liberal Arts (p. 200) and Applicability of Certain Courses (p. 201). University graduation requirements include a grade point average of at least 2.00 in all courses taken at the University (including credit by examination, correspondence, and extension) for which a grade or symbol other than Q, W, X, or CR is recorded; for this degree, the student must also earn a grade point average of at least 2.00 in courses taken at the University and counted toward the major requirement.

More information about grades and the grade point average is given in the General Information Catalog.

Prescribed Work
1. Writing and Literature: English 316L, 316M, 316N, or 316P, and two courses beyond RHE 306 or the equivalent that carry a writing flag. One of these courses must be upper-division. Courses that carry a writing flag are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified.

2. Foreign language/culture: Students must complete one of the following options:
   a. Second-semester-level proficiency, or the equivalent, in a foreign language.
   b. First-semester-level proficiency, or the equivalent, in a foreign language and a three-semester-hour course in the culture of the same language area.
   c. Two three-hour foreign culture courses chosen from a list available in the college’s Student Division and the Department of Psychology.

Courses taken to attain the required level of proficiency in a foreign language are not electives and may not be taken on the pass/fail basis.

3. Social science: Three semester credit hours in a social science field, in addition to the course taken to satisfy the Social and Behavioral Science requirement of the Core Curriculum. Courses that are approved to count toward any core curriculum area other than social and behavioral sciences may not be counted toward this requirement.

A list of approved courses is available each semester in the Student Division and on the College of Liberal Arts website.
4. **Mathematics and natural science:** At least 25 semester hours of coursework as outlined below. Some of the courses that fulfill this requirement may also be counted toward the requirements of the core curriculum. No course may be counted toward both requirement 4c and 4d.
   a. Mathematics 408C or 408K or a more advanced calculus course
   b. SDS 301, SDS 302, SDS 303, SDS 304, SDS 305, SDS 306, 321, 328M, 332, 352, 378, African and African Diaspora Studies 302M, Educational Psychology 371 or a more advanced Math course in probability
   c. 16 to 18 hours, consisting of two of the following sequences:
      i. Biology 311C, 311D, and 325
      ii. CH 301, CH 302, and CH 204
      iii. Computer Science 303E, 313E, and one of the following: Computer Science 323E, 324E, 326E, 327E, 329E
      iv. Physics 317K, 117M, 317L, and 117N; or PHY 301, 101L, 316, and 116L; or 303K, 103M, 303L, and 103N; or 302K, 102M, 302L, and 102N
   d. One of the following:
      i. Three additional hours in mathematics. M 301, M 302, 303D, 303F, 316K, and 316L may not be used to fulfill this requirement.
      ii. Three hours in biology, chemistry, computer science, or physics. Only the courses listed in requirement 4c above and more advanced courses may be used to fulfill this requirement.

5. **Cultural expression, human experience, and thought:** Three semester hours of approved coursework. The course must be in a field of study taught in the College of Liberal Arts. A course counted toward any requirement of the core curriculum may not also be counted toward this requirement. A course toward the English language/culture requirement, above, may not also be counted toward this requirement.

A list of approved courses is available each semester in the Student Division and on the [College of Liberal Arts website](https://liberalarts.utexas.edu/psychology/). Or from the Burdine Advising Office (BUR 230) for psychology majors.

**Major Requirements**

Twenty-eight semester hours of psychology, at least 19 of which must be upper-division, including PSY 301 and 420M with a grade of at least C in each. No more than six hours of lower-division psychology may be taken beyond PSY 301 and no less than 15 hours upper-division beyond Psychology 420M. Also included in these 28 hours must be at least six hours in each of the following two categories. A list of the courses in each area is available at [https://liberalarts.utexas.edu/psychology/](https://liberalarts.utexas.edu/psychology/) or from the Burdine Advising Office (BUR 230) for psychology majors.

1. **Clinical/social/developmental/evolutionary psychology**
2. **Cognition/language/neuroscience/perception**

Psychology 420M and at least six hours of upper-division coursework must be completed in residence at the University. Psychology majors must earn a grade of at least C in Psychology 420M to register for upper-division psychology courses. Students may not enroll in Psychology 420M more than twice.

Psychology 357 and 359 may not be counted toward the 28 hours in psychology required for the major.

No student may register for more than 10 semester hours of psychology in any one semester without approval of an undergraduate advisor in the Department of Psychology.

**Minors**

Students must also fulfill the requirements of a minor.

There are three types of minor:

1. A minor offered by a department or center
2. A Liberal Arts multi-disciplinary minor in the Social and Behavioral Sciences
3. A Liberal Arts multi-disciplinary minor in the Humanities

Only one minor may be declared per major. Before planning to use a course to fulfill the minor requirement, the student should consult the department that offers the course.

At least nine of the hours required for the minor must include coursework not used to satisfy the requirements of the student’s major. Courses used to fulfill the requirements for a minor must be taken on a letter-grade basis, and half of the required semester hours must be taken in residence.

**Electives**

In addition to the core curriculum, prescribed work, major, and minor, the student must complete enough elective coursework to provide the 120 semester hours required for the degree. These 120 hours may include no more than 12 hours of conference courses and internship courses combined as described in [Conference Courses and Internship Courses](https://liberalarts.utexas.edu/psychology/). 12 hours of Bible courses; nine hours of designated coursework in air force science, military science, or naval science, except for students enrolled in the Military Leadership minor; 16 hours completed on the pass/fail basis; 39 hours in any one field of study in the College of Liberal Arts or the College of Natural Sciences (including psychology); and 36 hours in any other single college or school of the University. Mathematics courses at the level of college algebra may not count toward elective hours.

**Minor and Certificate Programs**

**Minor**

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the [Minor and Certificate Programs](https://liberalarts.utexas.edu/psychology/) (p. 13) section of the [Undergraduate Catalog](https://liberalarts.utexas.edu/psychology/).

Transcript-recognized undergraduate minors in foreign languages require a minimum of 15 hours of coursework in the minor area, but may not require more than 21 hours. None of the specified coursework from the minor can include unnumbered topics courses. Minors must include a minimum of nine hours beyond first-year competence in the language, including at least three hours of upper-division coursework. At least half of the required course work in the minor must be completed in residence at The University of Texas at Austin.

**African and African Diaspora Studies Minor**

Fifteen semester hours of African and African Diaspora Studies, including:
A student must earn a grade point average of at least 2.00 in courses taken at the University and counted toward the minor requirements.

### Arabic Minor

Eighteen semester credit hours in Arabic, consisting of the following or their equivalents:

**Requirements**

<table>
<thead>
<tr>
<th>Hours</th>
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</tbody>
</table>

- ARA 601C Intensive Arabic I 6
- ARA 611C Intensive Arabic II 6
- Six hours upper-division Arabic 6

### Archaeology Minor

Fifteen semester credit hours, including:

**Requirements**

<table>
<thead>
<tr>
<th>Hours</th>
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</tbody>
</table>

- Three semester credit hours from the following courses: 3
  - ANT 324L Topics in Anthropology 1
  - ANT 453 Archaeological Analysis
  - ANT 353E Archaeological Laboratory Analysis
  - ANT 662 Field Archaeology
  - ANT 462M Archaeological Techniques

Nine hours of upper-division courses, chosen from an approved list available in the department office 9

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### Asian American Studies Minor

Fifteen semester hours, including:

**Requirements**

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
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<td> </td>
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</tbody>
</table>

- Nine hours of upper-division coursework 9
- Three additional semester credit hours of Asian American studies 3

### Asian Religions Minor

Fifteen semester hours, including:

**Requirements**

<table>
<thead>
<tr>
<th>Hours</th>
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<tbody>
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<td> </td>
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</tbody>
</table>

- R S 310 Introduction to the Study of Religion 3
- ANS 301R History of the Religions of Asia 3

Nine hours (at least six upper-division) chosen from an approved list 9

### Chinese Minor

At least 15 semester credit hours Chinese with a minimum grade of C, including:

**Requirements**

<table>
<thead>
<tr>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td> </td>
</tr>
</tbody>
</table>

- First-Year Chinese Requirement 6 or 12
- Second-Year Chinese Requirement 6 or 12
  - CHI 312K Second-Year Chinese I 6
  - & CHI 312L and Second-Year Chinese II 6
or CHI 612 Accelerated Second-Year Chinese

Three hours upper-division Chinese

### Classical Studies Minor

Seventeen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve hours from the following:</td>
<td>12</td>
</tr>
<tr>
<td>Any Classical Civilization course or</td>
<td></td>
</tr>
<tr>
<td>AHC 325 Topics in Ancient History</td>
<td></td>
</tr>
<tr>
<td>or AHC 378 Undergraduate Seminar in Ancient History</td>
<td></td>
</tr>
</tbody>
</table>

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1. At least six of these hours must be upper-division

### Comparative Literature Minor

Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C L 315 Masterworks of World Literature</td>
<td>3</td>
</tr>
<tr>
<td>Six semester credit hours of Comparative Literature 323, Topics in Comparative Literature, in a single regional or linguistic area</td>
<td>6</td>
</tr>
<tr>
<td>Three additional semester hours of any Comparative Literature 323, Topics in Comparative Literature</td>
<td>3</td>
</tr>
</tbody>
</table>

### Core Texts and Ideas Minor

Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen hours of Core Texts and Ideas courses</td>
<td>15</td>
</tr>
</tbody>
</table>

---

1. Must include at least six hours of upper-division courses and at least nine hours in residence

### Cultural Anthropology Minor

Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nine upper-division semester credit hours chosen from an approved list</td>
<td>9</td>
</tr>
</tbody>
</table>

### Cultural Expression, Human Experience, and Thought Minor

Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen semester credit hours</td>
<td>15</td>
</tr>
</tbody>
</table>

---

1. Must be chosen from a list of Cultural Expression, Human Experience, and Thought courses and must include six upper-division hours.

### Economics Minor

The transcript-recognized minor in economics allows students not majoring in economics to master an important and useful set of concepts, simple models, and analytical skills in economics. Students may focus on analytical skills and quantitative methods by taking theory courses and courses in economic statistics and econometrics; or they may take a cluster of upper-division economics courses in order to explore a field of economics in some depth.

To fulfill the requirements of the transcript-recognized minor in economics, students must complete at least 15 semester hours of coursework as described below. All of the upper-division economics courses must be taken in residence at The University of Texas at Austin. All courses must be taken on a letter-grade basis. Up to three of the upper-division hours may be from an approved list of courses offered by a different department at The University of Texas at Austin. A substitute for Economics 329 may satisfy the prerequisite for Economics 420K but may not count toward upper-division economics hours applied to the minor in economics.

The transcript-recognized minor in economics requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECO 304K Introduction to Microeconomics</td>
<td>3</td>
</tr>
<tr>
<td>ECO 304L Introduction to Macroeconomics</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td>3 or 4</td>
</tr>
<tr>
<td>ECO 420K Microeconomic Theory</td>
<td></td>
</tr>
<tr>
<td>or ECO 421K Microeconomic Theory For Business</td>
<td></td>
</tr>
<tr>
<td>One upper-division economics course with a pre-requisite of ECO 420K or 421K</td>
<td></td>
</tr>
<tr>
<td>Two additional upper-division economics courses, excluding ECO 420K and 421K</td>
<td>6 or 7</td>
</tr>
</tbody>
</table>

### English Minor

Fifteen semester credit hours in English, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen semester hours in English</td>
<td>15</td>
</tr>
</tbody>
</table>

Please Note:

A grade of C- or higher is required in each course counted toward fulfillment of the minor.

---

1. Must include at least nine hours of upper-division coursework and nine hours in residence.

### European Studies Minor

Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EUS 350 Governments and Politics of Western Europe</td>
<td>3</td>
</tr>
<tr>
<td>or GOV 351D The Theoretical Foundations of Modern Politics</td>
<td></td>
</tr>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>EUS 346 Topics in European Anthropology, Geography, History, and Sociology</td>
<td></td>
</tr>
<tr>
<td>EUS 347 Topics in European Culture, Literature, Art, Music, and Media</td>
<td></td>
</tr>
<tr>
<td>EUS 348 Topics in European Economics, Government, Business, and Policy</td>
<td></td>
</tr>
<tr>
<td>Six additional hours of upper-division European Studies Courses</td>
<td>6</td>
</tr>
</tbody>
</table>

### Evolutionary and Functional Anatomy Minor

by admission only

Fifteen semester credit hours, including:
### French Studies Minor
Twenty-one semester credit hours, including:

**Requirements** | **Hours**
--- | ---
FR 601C Beginning French | 6
FR 611C Intermediate French | 6
FR 317C Enhancing French Skills | 3
FR 320E Advanced French I | 3
Three additional semester credit hours of upper-division French | 3

Or:

**Requirements** | **Hours**
--- | ---
FR 412K Intermediate French I | 4
FR 317C Enhancing French Skills | 3
FR 320E Advanced French I | 3
Three additional semester credit hours of upper-division French | 3

### Geography Minor:
A minimum of 15 hours in Geography, including:

**Requirements** | **Hours**
--- | ---
GRG 301C/401C The Natural Environment ¹ | 3/4
or GRG 301K Weather and Climate

GRG 310C Spatial Data and Analysis | 3
or GRG 460G Environmental Geographic Information Systems

or GRG 462K Introduction to Remote Sensing of the Environment

Six additional semester credit hours of upper-division geography | 6

1. Course is GRG 301C now and becomes GRG 401C beginning Fall 2018.

### German, Scandinavian and Dutch Studies Minor
A minimum of 15 hours German, Scandinavian, and Dutch Studies coursework:

**Requirements** | **Hours**
--- | ---
Fifteen hours of German, Scandinavian, and Dutch Studies ¹ | 15

1. Must include at least nine hours of upper-division coursework.

### Global Interreligious Dynamics Minor
Fifteen semester credit hours, including:

**Requirements** | **Hours**
--- | ---
R S 375S Advanced Seminars in Religious Studies | 3
Nine additional hours from approved list, including six hours upper-division. | 9

### Government Minor
Eighteen semester hours, including:

**Requirements** | **Hours**
--- | ---
Eighteen hours of coursework in government ¹ | 18

1. Must include at least nine hours of upper-division coursework and at least nine hours in residence.

### Greek Minor
At least 19 semester credit hours in Greek, including:

**Requirements** | **Hours**
--- | ---
GK 311 Intermediate Greek I | 3
GK 312K Intermediate Greek II | 3
or GK 312L Intermediate Greek II: Biblical Greek

GK 324 Advanced Greek | 3

### Hebrew Minor
At least 15 hours of Hebrew, including:

**Requirements** | **Hours**
--- | ---
First-Year Hebrew Requirement | 6 or 10
Second-Year Hebrew Requirement | 6 or 8

HEB 412K Second-Year Hebrew I | 3
& HEB 412L and Second-Year Hebrew II

or HEB 611C Intensive Hebrew II

Three hours upper-division Hebrew | 3

### History Minor
Fifteen semester credit hours, including:
### Italian Studies Minor
Eighteen semester credit hours of Italian, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITL 601C Beginning Italian</td>
<td>6</td>
</tr>
<tr>
<td>ITL 611C Intermediate Italian</td>
<td>6</td>
</tr>
<tr>
<td>ITL 320 Advanced Italian</td>
<td>3</td>
</tr>
<tr>
<td>Three additional semester credit hours of upper-division Italian</td>
<td>3</td>
</tr>
</tbody>
</table>

Please Note:
Six of the credit hours must be upper-division.

### Jewish Studies Minor
Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>J S 304M Jewish Civilization: Beginnings to 1492</td>
<td>3</td>
</tr>
<tr>
<td>or J S 304N Jewish Civilization: 1492 to the Present</td>
<td></td>
</tr>
<tr>
<td>Twelve additional hours of Jewish studies courses, of which nine must be upper-division. Of these nine hours, three hours must be in humanities and three hours in history and social science.</td>
<td></td>
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</tbody>
</table>

### Korean Minor
At least 15 semester credit hours Korean, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Korean Requirement</td>
<td>6 or 12</td>
</tr>
<tr>
<td>Second-Year Korean Requirement</td>
<td>6</td>
</tr>
<tr>
<td>KOR 312K Second-Year Korean I &amp; KOR 312L and Second-Year Korean II</td>
<td></td>
</tr>
<tr>
<td>or KOR 612 Accelerated Second-Year Korean</td>
<td></td>
</tr>
<tr>
<td>Three hours upper-division Korean</td>
<td>3</td>
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</tbody>
</table>

### Language, Culture, and Communication Minor
Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Nine upper-division credit hours chosen from an approved list</td>
<td>9</td>
</tr>
</tbody>
</table>

### Latin Minor
Eighteen semester credit hours in Latin, consisting of:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAT 511K Accelerated Intermediate Latin</td>
<td>5</td>
</tr>
<tr>
<td>LAT 322 Advanced Latin I</td>
<td>3</td>
</tr>
</tbody>
</table>

### Law, Justice, and Society Minor
Eighteen semester credit hours of coursework, consisting of:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Eighteen credit hours chosen from the following:</td>
<td>1</td>
</tr>
<tr>
<td>Six hours of Government</td>
<td>6</td>
</tr>
<tr>
<td>GOV 312P Constitutional Principles: Core Texts</td>
<td></td>
</tr>
<tr>
<td>GOV 314D Human Rights Theories and Practices</td>
<td></td>
</tr>
</tbody>
</table>
Lesbian, Gay, Bisexual, Transgender, and Queer/Sexualities Studies Minor

by admission only
**Military Leadership Minor**

Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen semester credit hours, chosen from air force science, naval science, and military science</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Must include six upper-division hours in a single field of study

**Persian Minor**

At least 15 semester credit hours of Persian, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For students new to the Persian language:</strong></td>
<td></td>
</tr>
<tr>
<td>PRS 601C Intensive Persian I</td>
<td>6</td>
</tr>
<tr>
<td>PRS 611C Intensive Persian II</td>
<td>6</td>
</tr>
<tr>
<td>PRS 322K Intermediate Persian I</td>
<td>3</td>
</tr>
<tr>
<td>PRS 329 Topics in Persian Language, Literature, and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For heritage speakers of Persian:</strong></td>
<td></td>
</tr>
<tr>
<td>PRS 612C Intensive Persian for Heritage Speakers</td>
<td>6</td>
</tr>
<tr>
<td>PRS 322K Intermediate Persian I</td>
<td>3</td>
</tr>
</tbody>
</table>

Six semester credit hours of Persian 329, Topics in Persian Language, Literature, and Culture

Please Note:

Must include at least six hours of upper-division courses.

**Philosophy Minor**

Fifteen semester hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen hours of coursework in philosophy</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Must include at least six hours of upper-division and at least nine hours in residence.

**Philosophy of Law Minor**

Eighteen credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>PHL 312 Introduction to Logic</td>
<td></td>
</tr>
<tr>
<td>PHL 313 Introductory Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td>PHL 313Q Logic and Scientific Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

One of the following courses:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 318 Introduction to Ethics</td>
<td>3</td>
</tr>
<tr>
<td>PHL 318K Introduction to Political Philosophy</td>
<td></td>
</tr>
</tbody>
</table>

Six hours chosen from the following courses:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 318 Introduction to Ethics</td>
<td>1</td>
</tr>
<tr>
<td>PHL 318K Introduction to Political Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>PHL 322K History of Ethics</td>
<td></td>
</tr>
<tr>
<td>PHL 325D Environmental Ethics and Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHL 325J Health and Justice</td>
<td></td>
</tr>
<tr>
<td>PHL 325K Ethical Theories</td>
<td></td>
</tr>
</tbody>
</table>

**Philosophy of Mind and Language Minor**

Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 332 Philosophy of Language</td>
<td>3</td>
</tr>
<tr>
<td>PHL 313 Introductory Symbolic Logic</td>
<td>3</td>
</tr>
<tr>
<td>or PHL 313Q Logic and Scientific Reasoning</td>
<td></td>
</tr>
<tr>
<td>PHL 303M Mind and Body</td>
<td>3</td>
</tr>
<tr>
<td>or PHL 323M Philosophy of Mind</td>
<td></td>
</tr>
</tbody>
</table>

Six additional hours chosen from the following courses:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHL 303M Mind and Body</td>
<td>1</td>
</tr>
<tr>
<td>PHL 323M Philosophy of Mind</td>
<td>1</td>
</tr>
<tr>
<td>PHL 332M Interpretation and Meaning</td>
<td></td>
</tr>
<tr>
<td>PHL 344K Intermediate Symbolic Logic</td>
<td></td>
</tr>
<tr>
<td>PHL 358 Philosophical Logic</td>
<td></td>
</tr>
<tr>
<td>PHL 365 Selected Problems in Philosophy</td>
<td>6</td>
</tr>
<tr>
<td>(Topic 2: Introduction to Cognitive Science)</td>
<td></td>
</tr>
<tr>
<td>LIN 353N Natural Language Processing</td>
<td></td>
</tr>
<tr>
<td>LIN 372L Syntax and Semantics: The Structure and Meaning of Utterances</td>
<td></td>
</tr>
</tbody>
</table>

1. If not taken above.

**Portuguese Minor**

The Transcript-Recognized Portuguese Minor requires students to take 18 hours through the Spanish and Portuguese Department at The University of Texas at Austin or an accredited institution with the Study Abroad Office. At least nine hours should be categorized as in-residence.

Either:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POR 610D First-Year Portuguese II</td>
<td>6</td>
</tr>
<tr>
<td>POR 311C Portuguese Conversation and Culture</td>
<td>3</td>
</tr>
<tr>
<td>POR 314C Intermediate Writing and Grammar in Context</td>
<td>3</td>
</tr>
</tbody>
</table>

One of the following:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>POR 327C Advanced Grammar and Writing in Context</td>
<td>3</td>
</tr>
<tr>
<td>POR 328C Introduction to Literatures and Cultures</td>
<td></td>
</tr>
<tr>
<td>POR 330L Introduction to Language and Linguistics in Society</td>
<td></td>
</tr>
</tbody>
</table>

Three additional hours of upper-division coursework in Portuguese

---
### Primatology Minor

*by admission only*

Fifteen credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve hours from the following courses:</td>
<td>12</td>
</tr>
<tr>
<td>ANT 310L</td>
<td>Introductory Topics in Anthropology (A list of approved topics is available from the Anthropology Academic Advisor)</td>
</tr>
<tr>
<td>ANT 432L</td>
<td>Primate Anatomy</td>
</tr>
<tr>
<td>ANT 436L</td>
<td>Primate Social Behavior</td>
</tr>
<tr>
<td>ANT 436M</td>
<td>Comparative Primate Ecology</td>
</tr>
<tr>
<td>ANT 437C</td>
<td>Methods in Primate Biology</td>
</tr>
<tr>
<td>ANT 438K</td>
<td>Current Topics in Biological Anthropology (Topic 10: Primate Conservation)</td>
</tr>
<tr>
<td>ANT 438K</td>
<td>Current Topics in Biological Anthropology (Topic 12: Sex and Human Nature)</td>
</tr>
<tr>
<td>ANT 350C</td>
<td>Primate Sensory Ecology</td>
</tr>
<tr>
<td>ANT 351E</td>
<td>Primate Evolution</td>
</tr>
</tbody>
</table>

Please Note:

- A minimum of nine hours must be upper-division.
- A minimum of nine hours must be completed in residence.
- A student must earn a grade point average of at least 2.00 in courses taken at the University and counted toward the minor requirements.

### Religious Studies Minor

Students may not earn a minor in the same field of study as their major, and at least nine of the hours required for the minor must include coursework not used to satisfy the requirements of the student’s major. However, courses in the minor may fulfill other degree requirements such as general education requirements or required elective hours.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>R S 310</td>
<td>Introduction to the Study of Religion</td>
</tr>
</tbody>
</table>

Twelve hours of coursework from an approved list | 12

Please Note:

Must include at least six hours of upper-division coursework.

Fifty percent of coursework must be taken in residence.

Specified coursework cannot include unnumbered topics.

### Rhetoric and Writing Minor

Fifteen hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE 321</td>
<td>Principles of Rhetoric</td>
</tr>
</tbody>
</table>

One of the following courses: | 3
| RHE 330C      | Advanced Studies in Digital Rhetoric |
| RHE 330D      | History of Rhetoric |
| RHE 330E      | Rhetorical Theory and Analysis |

One of the following upper-division courses: | 3
| RHE 330C      | Advanced Studies in Digital Rhetoric |
| RHE 330D      | History of Rhetoric |
| RHE 330E      | Rhetorical Theory and Analysis |
| RHE 325M      | Advanced Writing |
| RHE 328       | Topics in Professional and Technical Writing for Liberal Arts Majors |
| RHE 360M      | Rhetoric and Writing for Teachers of English |
| RHE 368E      | Editing for Publication |

Two additional courses, either upper-division (see list above) or lower-division (see list below): | 6
| RHE 309K      | Topics in Writing |
| RHE 309S      | Critical Reading and Persuasive Writing |
| RHE 310       | Intermediate Expository Writing |
| RHE 312       | Writing in Digital Environments |
| RHE 315       | Introduction to Visual Rhetoric |
| RHE 317       | Technical Writing |

Please Note:

Must include at least nine hours of upper-division coursework.

### Russian Minor

At least 15 semester credit hours in Russian, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RUS 412K &amp; RUS 412L</td>
<td>Second-Year Russian I and Second-Year Russian II</td>
</tr>
<tr>
<td>or RUS 611C</td>
<td>Intensive Russian II</td>
</tr>
<tr>
<td>RUS 324</td>
<td>Third-Year Russian I</td>
</tr>
</tbody>
</table>

Please Note:

Must include three hours of upper-division coursework.

### Russian, East European, and Eurasian Studies Minor

Fifteen credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE 301L</td>
<td>Introduction to Russian Literature</td>
</tr>
<tr>
<td>RHE 325</td>
<td>Topics in Language, Literature, and Culture</td>
</tr>
</tbody>
</table>
Six additional semester hours of upper-division coursework in Russian, East European, and Eurasian Studies

**Slavic and Eurasian Languages Minor**

The Slavic language minor is for students wishing to pursue the study of Bosnian-Croatian-Serbian, Czech, Polish (or another Slavic or Eurasian language, such as Ukrainian) at intermediate and advanced levels.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>For Bosnian-Croatian-Serbian:</strong></td>
<td></td>
</tr>
<tr>
<td>S C 312K</td>
<td>6</td>
</tr>
<tr>
<td>&amp; S C 312L</td>
<td></td>
</tr>
<tr>
<td>Second-Year Bosnian/Croatian/</td>
<td></td>
</tr>
<tr>
<td>Serbian I</td>
<td></td>
</tr>
<tr>
<td>and Second-Year Bosnian/Croatian/</td>
<td></td>
</tr>
<tr>
<td>Serbian II</td>
<td></td>
</tr>
<tr>
<td>S C 325</td>
<td>3</td>
</tr>
<tr>
<td>Third-Year Bosnian/Croatian/Serbian I</td>
<td></td>
</tr>
<tr>
<td><strong>For Czech:</strong></td>
<td></td>
</tr>
<tr>
<td>CZ 412K</td>
<td>8</td>
</tr>
<tr>
<td>&amp; CZ 412L</td>
<td></td>
</tr>
<tr>
<td>Second-Year Czech I</td>
<td></td>
</tr>
<tr>
<td>and Second-Year Czech II</td>
<td></td>
</tr>
<tr>
<td>CZ 325</td>
<td>3</td>
</tr>
<tr>
<td>Third-Year Czech I</td>
<td></td>
</tr>
<tr>
<td><strong>For Polish:</strong></td>
<td></td>
</tr>
<tr>
<td>POL 312K</td>
<td>6</td>
</tr>
<tr>
<td>&amp; POL 312L</td>
<td></td>
</tr>
<tr>
<td>Second-Year Polish I</td>
<td></td>
</tr>
<tr>
<td>and Second-Year Polish II</td>
<td></td>
</tr>
<tr>
<td>POL 325</td>
<td>3</td>
</tr>
<tr>
<td>Third-Year Polish I</td>
<td></td>
</tr>
<tr>
<td><strong>Other Slavic and Eurasian Languages:</strong></td>
<td></td>
</tr>
<tr>
<td>SEL 312K</td>
<td>6</td>
</tr>
<tr>
<td>&amp; SEL 312L</td>
<td></td>
</tr>
<tr>
<td>Second-Year Slavic and Eurasian Languages I</td>
<td></td>
</tr>
<tr>
<td>and Second-Year Slavic and Eurasian</td>
<td></td>
</tr>
<tr>
<td>Languages II</td>
<td></td>
</tr>
<tr>
<td>or SEL 611C</td>
<td></td>
</tr>
<tr>
<td>Intensive Slavic and Eurasian Languages II</td>
<td></td>
</tr>
<tr>
<td>Three hours upper-division coursework in Slavic and Eurasian Languages</td>
<td>3</td>
</tr>
</tbody>
</table>

**Social and Behavioral Sciences Minor**

Fifteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fifteen semester credit hours, including six upper-division</td>
<td>15</td>
</tr>
</tbody>
</table>

1. Must be in at least two but no more than three fields of study in the social and behavioral sciences.

**Sociology Minor**

Fifteen semester hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twelve additional hours of sociology coursework</td>
<td>12</td>
</tr>
</tbody>
</table>

Please Note:

- At least six hours must be upper-division coursework.
- Nine of the required semester hours must be taken in residence.

**Spanish Minor**

Eighteen semester credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPC 320C</td>
<td>3</td>
</tr>
<tr>
<td>Topics in Iberian or Latin American Studies</td>
<td></td>
</tr>
</tbody>
</table>
Three hours chosen from:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALD 322</td>
<td>Individual Differences (SEC)</td>
</tr>
<tr>
<td>ALD 322</td>
<td>Individual Differences</td>
</tr>
</tbody>
</table>

Please Note:

Coursework for the UTeach-Liberal Arts program is dictated by the State Coordinating Board for Higher Education and the State Board for Educator Certification, not by University catalogs. Therefore, changes in requirements may be independent of major and university requirements and may take place at any time.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

**Women’s and Gender Studies Minor**

*by admission only*

Fifteen credit hours, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>WGS 340 Cross-Cultural Topics in Women’s and Gender Studies</td>
<td>3</td>
</tr>
<tr>
<td>WGS 340 Cross-Cultural Topics in Women’s and Gender Studies (Different WGS 340 topic from that counted above, or upper-division course in Women’s and Gender Studies)</td>
<td>3</td>
</tr>
<tr>
<td>WGS 350 Feminist Theory (or other upper-division courses in Women’s and Gender Studies)</td>
<td>3</td>
</tr>
<tr>
<td>Three additional hours of Women’s and Gender Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

**Certificate Programs**

The College of Liberal Arts offers several certificate programs, which are open to all degree-seeking University undergraduates. Undergraduates who complete certificate requirements in conjunction with their degree requirements or within one year after earning the degree receive recognition on the University transcript; students in integrated undergraduate/graduate programs must complete certificate requirements within one year after they complete their undergraduate degree requirements. A maximum of nine semester hours of certificate coursework may be taken after the student has earned the undergraduate degree. At least half of the required certificate coursework must be completed in residence at the University; some programs may require more work in residence.

Students may not earn a certificate in the same field as their major, and may not count the certificate towards their minor requirement if more than six hours of the certificate's coursework may also be counted toward the requirements of the major. A certificate counted in place of a minor must meet the minimum requirements for a minor. However, certificate courses outside the major may be counted toward other degree requirements. For certificates not counting toward the minor requirement, at least one certificate course must be outside the requirements of the major.

Students should apply for the certificate when they apply for graduation or when they complete the certificate program, whichever is later.

**African Studies Certificate**

The African Studies Certificate allows students to engage with scholarship on African peoples, cultures, and history through the theoretical lens of black studies. Through the certificate, undergraduates develop interdisciplinary expertise in African studies related to the student’s personal field of interest. The African and African Diaspora Studies undergraduate advisor (AADS) is available to steer certificate candidates towards areas of interest, which can include: expressive cultures, gender and sexuality studies, literature, language, history, politics, and society as these topics relate to theories of blackness on the African continent.

The certificate program requires 18 semester hours of coursework, including at least nine semester hours completed in residence.

Courses the student has completed at the time of application to the program may be counted toward the certificate. Students may not earn a certificate in the same field of study as their major and at least one course counting toward this certificate must be taken outside of the requirements of the student’s undergraduate degree. Students apply for transcript-recognized undergraduate academic certificates at the time they complete their undergraduate degree or the certificate program, whichever comes later. Transcript recognition is awarded at that time.

Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFR 310K Introduction to Modern Africa</td>
<td>3</td>
</tr>
<tr>
<td>Twelve additional semester hours (upper- or lower-division) chosen from courses on an approved list or with prior approval from AADS</td>
<td>12</td>
</tr>
</tbody>
</table>

Please Note:

The student must earn a grade of at least C in each of the courses taken to fulfill the African Studies Certificate requirements.

Each semester, the list of approved courses that meet the requirements above is available in the Department of African and African Diaspora Studies undergraduate advising office.

---

1. Or an alternative course taken with approval from AADS.
2. One of the courses must carry a writing flag from the School of Undergraduate Studies and/or place an emphasis on research and writing, such as African and African Diaspora Studies 372G or an alternative course taken with approval from AADS

**Business Spanish Certificate**

Between 18 and 24 semester credit hours of Spanish, consisting of:
For non-heritage speakers:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 601D</td>
<td>First-Year Spanish I</td>
<td>6</td>
</tr>
<tr>
<td>SPN 610D</td>
<td>First-Year Spanish II</td>
<td>6</td>
</tr>
<tr>
<td>SPN 311</td>
<td>Intermediate Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPN 314</td>
<td>Spanish Conversation and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPN 327C</td>
<td>Advanced Grammar and Writing in Context</td>
<td>3</td>
</tr>
<tr>
<td>or SPN 327N</td>
<td>Academic Writing for Heritage Speakers</td>
<td></td>
</tr>
<tr>
<td>SPN 367D</td>
<td>Business in Hispanic Life and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

For heritage speakers:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 311J</td>
<td>Intermediate Spanish for Heritage Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPN 314J</td>
<td>Writing and Culture in Context for Heritage Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPN 327C</td>
<td>Advanced Grammar and Writing in Context</td>
<td>3</td>
</tr>
<tr>
<td>or SPN 327N</td>
<td>Academic Writing for Heritage Speakers</td>
<td></td>
</tr>
<tr>
<td>SPN 367D</td>
<td>Business in Hispanic Life and Culture</td>
<td>3</td>
</tr>
</tbody>
</table>

**Computational Science and Engineering Certificate**

The Computational Science and Engineering Certificate program is sponsored by the Cockrell School of Engineering, the Jackson School of Geosciences, the College of Liberal Arts, and the College of Natural Sciences; it is administered by the Oden Institute for Computational Engineering and Sciences. Information regarding the specific requirements of the Certificate can be found in the Cockrell School of Engineering’s Minor and Certificates (p. 144) section of the Undergraduate Catalog.

**Core Texts and Ideas Certificate**

The certificate program in core texts and ideas is designed to provide a coherent path through the University’s core curriculum with an integrated, interdisciplinary sequence of courses on great works of philosophy, literature, science, and the arts that emphasizes debates about fundamental questions of enduring human concern. The program provides a grounding in the major ideas that have shaped the Western world and gives students the opportunity to study Eastern works as well. Students complete courses in four required areas and two elective areas. The four required areas are the philosophy and literature of the ancient world, especially Greece; major religious texts and their interpreters; the history of political philosophy; and the principles that formed the basis for the founding of the United States. Elective areas include philosophy, the arts, history, literature, and the history and philosophy of science and mathematics.

The certificate program requires 18 semester hours of coursework, including at least six hours of upper-division coursework and at least 12 hours completed in residence. Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The requirements of an undergraduate major</td>
<td></td>
</tr>
<tr>
<td>The following 12 semester hours of coursework or approved alternatives as listed on the CTI Certificate Plan:</td>
<td>12</td>
</tr>
</tbody>
</table>

**Creative Writing Certificate**

The Creative Writing Certificate is intended for any University student interested in advanced study of creative writing, both as reader and as writer. Those who plan to pursue the certificate should apply to the program advisor for admission no later than the end of their sophomore year. More information about the Creative Writing Certificate is given at the Department of English website.

The certificate program requires 18 semester hours of coursework, including at least nine hours completed in residence. Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The requirements of an undergraduate major</td>
<td></td>
</tr>
<tr>
<td>Six semester hours of coursework from English, theatre and dance, or radio-television-film.</td>
<td>6</td>
</tr>
<tr>
<td>One of the following courses:</td>
<td></td>
</tr>
<tr>
<td>CRW 315D</td>
<td>3</td>
</tr>
<tr>
<td>CRW 325F</td>
<td></td>
</tr>
<tr>
<td>CRW 325M</td>
<td></td>
</tr>
<tr>
<td>CRW 325P</td>
<td></td>
</tr>
<tr>
<td>One of the following courses:</td>
<td></td>
</tr>
<tr>
<td>CRW 340D</td>
<td>3</td>
</tr>
<tr>
<td>CRW 340F</td>
<td></td>
</tr>
<tr>
<td>CRW 340P</td>
<td></td>
</tr>
<tr>
<td>CRW 660A</td>
<td></td>
</tr>
<tr>
<td>One of the following courses:</td>
<td></td>
</tr>
<tr>
<td>CRW 355D</td>
<td>3</td>
</tr>
<tr>
<td>CRW 355F</td>
<td></td>
</tr>
<tr>
<td>CRW 355P</td>
<td></td>
</tr>
<tr>
<td>CRW 660B</td>
<td></td>
</tr>
<tr>
<td>Three additional hours of coursework chosen from a list of approved courses available from the program advisor</td>
<td>3</td>
</tr>
<tr>
<td>Please Note:</td>
<td></td>
</tr>
<tr>
<td>The student must earn a grade of at least C- in each course taken to fulfill the Creative Writing Certificate requirements.</td>
<td></td>
</tr>
</tbody>
</table>

**Honors Option**

To earn an Honors Creative Writing Certificate, students must fulfill the following additional requirements:

1. Creative Writing 370H, Honors Creative Writing Project, with a grade of at least A-
2. A University Grade Point Average (GPA) of at least 3.66 in the coursework required for the Creative Writing Certificate and a cumulative University GPA of at least 3.33.

**Digital Humanities Certificate**

The digital humanities represent the area of study where humanities disciplines and studies in information engage digital tools, archives, artifacts, and information technologies. This certificate is designed to introduce students to the ideas, materials, and computational tools that underlie this field. It is open to students of all majors. Those who plan to pursue the certificate should apply to the program adviser for admission no later than the end of their sophomore year. More information about the Digital Humanities Certificate is given at the [College of Liberal Arts Digital Humanities website](http://college.utexas.edu/digital-humanities).

Students take 18 credit hours from a selection of courses taught in different departments and colleges at The University of Texas at Austin and must earn a letter grade of C- or better in all courses required for certification. Some courses required by the certificate may also fulfill degree requirements established by a student’s major department.

Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Digital Studies, or other approved course</td>
<td>3</td>
</tr>
<tr>
<td>E 310D</td>
<td>Introduction to Digital Studies</td>
</tr>
<tr>
<td>Three hours of coursework in a methods-based course, such as</td>
<td>3</td>
</tr>
<tr>
<td>AET 323C</td>
<td>Screen Scoring</td>
</tr>
<tr>
<td>AET 325C</td>
<td>Introduction to 2D Animation</td>
</tr>
<tr>
<td>AET 326</td>
<td>Digital Production Art 3-D</td>
</tr>
<tr>
<td>AET 327</td>
<td>Advanced 3-D Modeling</td>
</tr>
<tr>
<td>ART 318C</td>
<td>Transmedia: Digital Time-Art I</td>
</tr>
<tr>
<td>ART 338C</td>
<td>Transmedia: Digital Time-Art II</td>
</tr>
<tr>
<td>ART 358C</td>
<td>Transmedia: Digital Time-Art III</td>
</tr>
<tr>
<td>I 320C</td>
<td>Topics in Cultural Heritage Informatics (any topic)</td>
</tr>
<tr>
<td>J 339T</td>
<td>Topics in Specialized Journalistic Skills (Topic 1: Mapping in Storytelling)</td>
</tr>
<tr>
<td>MUS 319D</td>
<td>Foundations of Digital Sound and Music</td>
</tr>
<tr>
<td>MUS 329J</td>
<td>Introduction to Computer Music</td>
</tr>
<tr>
<td>RHE 330C</td>
<td>Advanced Studies in Digital Rhetoric (Topic 7: Digital Storytelling)</td>
</tr>
<tr>
<td>RHE 330C</td>
<td>Advanced Studies in Digital Rhetoric (Topic 8: Writing with Sound)</td>
</tr>
<tr>
<td>Or other courses from an approved list.</td>
<td></td>
</tr>
<tr>
<td>Nine hours of coursework in digital humanities and informatics topics, such as</td>
<td>9</td>
</tr>
<tr>
<td>CMS 341</td>
<td>Digital Communications</td>
</tr>
<tr>
<td>CMS 348K</td>
<td>Visual Media and Interaction</td>
</tr>
<tr>
<td>I 310C</td>
<td>Introduction to Cultural Heritage Informatics</td>
</tr>
<tr>
<td>I 310U</td>
<td>Introduction to User Experience Design</td>
</tr>
<tr>
<td>I 320</td>
<td>Topics in Informatics (Topic 1: Information in Cyberspace)</td>
</tr>
<tr>
<td>I 320C</td>
<td>Topics in Cultural Heritage Informatics</td>
</tr>
<tr>
<td>J 336F</td>
<td>Social Media Journalism</td>
</tr>
<tr>
<td>J 355F</td>
<td>Living in the Information Age</td>
</tr>
<tr>
<td>MUS 329E</td>
<td>Introduction to Electronic Media</td>
</tr>
<tr>
<td>RHE 309K</td>
<td>Topics in Writing (approved topics)</td>
</tr>
<tr>
<td>RHE 330C</td>
<td>Advanced Studies in Digital Rhetoric (Topic 6: Networked Writing)</td>
</tr>
<tr>
<td>RHE 330C</td>
<td>Advanced Studies in Digital Rhetoric (Topic 9: Digital Self and Rhetoric)</td>
</tr>
<tr>
<td>RTF 326C</td>
<td>Tech Culture</td>
</tr>
<tr>
<td>RTF 331P</td>
<td>Topics in New Communication Technologies (Topic 3: Internet Cultures)</td>
</tr>
<tr>
<td>Or other courses from an approved list.</td>
<td></td>
</tr>
<tr>
<td>A three-hour capstone course involving project-based Digital Humanities work</td>
<td>3</td>
</tr>
<tr>
<td>UGS 320K</td>
<td>Undergraduate Research Experience</td>
</tr>
<tr>
<td>UGS 320L</td>
<td>Undergraduate Research Experience</td>
</tr>
<tr>
<td>Or other courses from an approved list.</td>
<td></td>
</tr>
</tbody>
</table>

Please Note:

At least twelve hours of course credit towards the certificate must be completed before the capstone course can be counted towards the certificate. Each semester, the list of approved courses that meet the requirements above is available in the Department of English’s undergraduate advising office and online at the College of Liberal Arts Digital Humanities website.

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1. Such as an approved Departmental Honors Program Honors Tutorial Course as listed on the College of Liberal Arts undergraduate Academic Policies and Procedures website at [http://catalog.utexas.edu/undergraduate/liberal-arts/academic-policies-and-procedures/](http://catalog.utexas.edu/undergraduate/liberal-arts/academic-policies-and-procedures/)

**German Certificate**

At least 18 semester credit hours in German, including:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eighteen hours of German coursework</td>
<td>18</td>
</tr>
<tr>
<td>Or other courses from an approved list.</td>
<td></td>
</tr>
</tbody>
</table>

1. At least six of which must be upper-division hours.

**History and Philosophy of Science Certificate**

The History and Philosophy of Science Certificate provides students an opportunity to gain a coherent, cross-disciplinary command of the methods and findings that the liberal arts have contributed to our understanding of the sciences. Students analyze the dynamic development, concepts, and roles in society of various sciences, as well as the personal, dramatic struggles of famous scientists. Students must complete four courses in two required areas: history of science, and philosophy of science, as well two electives to be selected from a list of
pre-approved courses in history, philosophy, astronomy, physics, or core texts and ideas.

The certificate program requires 18 semester hours of coursework, of which at least 12 semester hours of coursework must be upper-division, and including at least nine semester hours completed in residence.

Courses the student has completed at the time of application to the program may be counted toward the certificate. Students apply for transcript-recognized undergraduate academic certificates at the time they complete their undergraduate degree or the certificate program, whichever comes later. Transcript recognition is awarded at that time. More information is available at the Certificate on History and Philosophy of Science website: http://liberalarts.utexas.edu/hps/index.php

Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six semester credit hours chosen from the following courses:</td>
<td>6</td>
</tr>
<tr>
<td>HIS 322D The Scientific Revolution of the Seventeenth Century</td>
<td></td>
</tr>
<tr>
<td>HIS 322M History of Modern Science</td>
<td></td>
</tr>
<tr>
<td>HIS 322G History of the Modern Life Sciences</td>
<td></td>
</tr>
<tr>
<td>HIS 329P History of the Atomic Bomb</td>
<td></td>
</tr>
<tr>
<td>HIS 350L Undergraduate Seminar in History (Topic 32: The Galileo Affair)</td>
<td></td>
</tr>
<tr>
<td>HIS 350L Undergraduate Seminar in History (Topic 64: Einstein in the Age of Conflict)</td>
<td></td>
</tr>
<tr>
<td>PHL 313 Introductory Symbolic Logic or PHL 363 Scientific Method</td>
<td>3</td>
</tr>
<tr>
<td>One of the following courses:</td>
<td></td>
</tr>
<tr>
<td>PHL 316K Science and Philosophy</td>
<td></td>
</tr>
<tr>
<td>PHL 322 Science and the Modern World</td>
<td></td>
</tr>
<tr>
<td>PHL 363L Topics in Philosophy of Science</td>
<td></td>
</tr>
<tr>
<td>Six additional semester credit hours, chosen from an approved list</td>
<td></td>
</tr>
</tbody>
</table>

Please Note:

Each semester, the list of approved courses that meet the requirements above is available in the Department of History undergraduate advising office.

**Ibero-American Cultural Diversity Certificate**

Eighteen semester credit hours, consisting of:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six hours chosen from the following courses:</td>
<td>6</td>
</tr>
<tr>
<td>SPC 320C Topics in Iberian or Latin American Studies (Topic 1: Jewish Voices from Latin America)</td>
<td></td>
</tr>
<tr>
<td>SPC 320C Topics in Iberian or Latin American Studies (Topic 2: Mediascapes: Literature and Media in the Caribbean)</td>
<td></td>
</tr>
<tr>
<td>Three hours chosen from one of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>PRC 320E Topics in Brazilian Studies (Topic 2: Global Brazil: Immigration and Diaspora in Brazilian Culture)</td>
<td></td>
</tr>
<tr>
<td>PRC 320E Topics in Brazilian Studies (Topic 3: Afro-Luso-Brazilian Worlds)</td>
<td></td>
</tr>
</tbody>
</table>

Nine additional semester credit hours, chosen from an approved list

**Indigenous Studies Certificate**

The main goal of the indigenous studies certificate program is to encourage active intellectual and community engagement with indigenous peoples and cultures. The program allows undergraduate students to develop interdisciplinary expertise in indigenous studies and comparative approaches to their primary field of interest.

Courses the student has completed at the time of application to the program may be counted toward the certificate. Upon completion of the course requirements, students write a three- to four-page essay that describes their intellectual work in the program and how the experience contributed to their academic career at the University.

The certificate program requires 18 semester hours of coursework, including at least nine semester hours completed in residence. Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The requirements of an undergraduate major</td>
<td></td>
</tr>
<tr>
<td>Three semester hours in a lower-division introductory or foundational course with indigenous studies content, such as:</td>
<td>3</td>
</tr>
<tr>
<td>E 314V Introduction to Literature and Culture (Topic 5: Native American Literature and Culture)</td>
<td></td>
</tr>
<tr>
<td>HIS 317L Topics in United States History (Topic 8: Introduction to Native American Histories)</td>
<td></td>
</tr>
<tr>
<td>Or other courses from an approved list</td>
<td></td>
</tr>
<tr>
<td>Three semester hours (one course) from a list of approved upper-division capstone courses with 100% content related to Native American and indigenous studies</td>
<td>3</td>
</tr>
<tr>
<td>Twelve semester hours (four courses) of classes with at least 30% content related to Native American and Indigenous Studies.</td>
<td>12</td>
</tr>
</tbody>
</table>

Please Note:

Students will be given the opportunity to enroll in a 3-hour conference course that allows students to work with issues in Indigenous Texas or the Southwest. This course can count toward the above 12-hour requirement.

Each semester a list of approved courses that meet the requirements above is available on the website of the Native American and Indigenous Studies Program: https://liberalarts.utexas.edu/nais/.

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1. At least nine hours must be from upper-division courses. At least six hours must be taken in a field of study outside the student’s major department.

**Japanese Certificate**

Twenty-four semester credit hours, consisting of the following (or their equivalents):

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>JPN 601D Japanese I</td>
<td>6</td>
</tr>
<tr>
<td>JPN 610D Japanese II</td>
<td>6</td>
</tr>
<tr>
<td>JPN 611D Intermediate Japanese</td>
<td>6</td>
</tr>
</tbody>
</table>
Japanese Grammar, Composition, and Conversation 3

Three hours upper-division Japanese 3

Lesbian, Gay, Bisexual, Transgender, and Queer/Sexualities Studies Certificate

The certificate program requires 18 semester hours of coursework, including at least nine semester hours completed in residence.

Courses the student has completed at the time of application to the program may be counted toward the certificate. Students apply for transcript-recognized undergraduate academic certificates at the time they complete their undergraduate degree or the certificate program, whichever comes later. Transcript recognition is awarded at that time.

Students must fulfill the following requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 335 Topics in Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td>6</td>
</tr>
<tr>
<td>Nine additional upper-division semester hours chosen from the following courses:</td>
<td>9</td>
</tr>
<tr>
<td>WGS 335 Topics in Lesbian, Gay, Bisexual, Transgender, and Queer Studies</td>
<td></td>
</tr>
<tr>
<td>An upper-division WGS course</td>
<td></td>
</tr>
<tr>
<td>Another course approved by LGBTQ/Sexualities Research Cluster chair</td>
<td></td>
</tr>
</tbody>
</table>

Please Note:

Each semester, the list of approved courses that meet the requirements above is available in the Center for Women's and Gender Studies undergraduate advising office. The list of courses known as the “Pink Book” is published on the Women’s and Gender Studies website.

The student must earn a grade of at least a C in each of the courses taken to fulfill the LGBTQ/Sexualities Studies certificate requirements.

1. Choose any two topics from this course.
2. At least three of these hours must be taken from outside the student's major field of study.
3. See the listings in the Pink Book for suggested courses.

Security Studies Certificate

The Certificate in Security Studies recognizes students who focus their studies on international and national security affairs. Through the certificate, students develop an interdisciplinary expertise and practical job experience in security studies, including: diplomacy, defense, intelligence, foreign policy, homeland security, international affairs, international development, human rights, war, conflict, peace, and related fields. Students are required to take 21 credits hours across at least two different departments, including at least nine completed in residence, and complete an internship in a field related to security studies.

This certificate is open to students in the College of Liberal Arts.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOV 360D International Security</td>
<td>3</td>
</tr>
<tr>
<td>GOV 362L Government Research Internship</td>
<td>3</td>
</tr>
<tr>
<td>Fifteen additional credit hours total chosen from at least two different departments, drawn from a list available on the certificate's website</td>
<td>15</td>
</tr>
</tbody>
</table>

Please Note:

Students must take courses on a grade basis and earn a combined grade point average of a 3.0 to fulfill certificate requirements.

1. At least nine credit hours must be taken in residence at The University of Texas at Austin.

Internship:

Students must successfully complete an internship. Students will enroll in Government 362L, Government Research Internship, and will receive 3 credit hours for the internship.

- Students are responsible for identifying internship opportunities, applying for internships, informing the Faculty Committee of their internship plans, submitting a proposal for an internship to satisfy the certificate requirement, and submitting proof that the internship was completed.
- Internships involve substantive work that exposes students to the professional workplace and offers opportunities for networking in their chosen career fields.
- Internships may be with government agencies, think tanks, NGOs, research centers, consulting firms, or other entities that offer professional job experience.
- Internships may be in the fields of diplomacy, defense, intelligence, foreign policy, international affairs, international development, human rights, and related fields.
- The Faculty Committee reviews students’ internship experience to ensure it is relevant to security studies and was satisfactorily completed.
- Internships must last a minimum of six weeks of full-time work, or its equivalent (240 hours).
- Internships may be in the United States or abroad.
- Internships may be paid or unpaid.
- Students who accept unpaid internships are invited to apply for a stipend through the Clements Center for National Security’s Summer Student Development Fund. Funds are limited and stipends are not guaranteed for certificate students.

Waivers: Students may waive the internship requirement if they are enrolled in ROTC; have prior military experience with no major disciplinary actions against them; or have extensive prior civilian job experience directly related to security studies. The Faculty Committee reviews applications to waive the internship requirement.

Spanish for Medical Professions Certificate

Between 18 and 24 semester credit hours of Spanish, consisting of:

**Requirements**

<table>
<thead>
<tr>
<th>For non-heritage speakers:</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 601D First-Year Spanish I</td>
<td>6</td>
</tr>
<tr>
<td>SPN 610D First-Year Spanish II</td>
<td>6</td>
</tr>
<tr>
<td>SPN 311 Intermediate Spanish</td>
<td>3</td>
</tr>
<tr>
<td>SPN 314 Spanish Conversation and Culture</td>
<td>3</td>
</tr>
<tr>
<td>SPN 327C Advanced Grammar and Writing in Context</td>
<td>3</td>
</tr>
<tr>
<td>or SPN 327N Academic Writing for Heritage Speakers</td>
<td></td>
</tr>
<tr>
<td>SPN 367C Spanish for Health Care Professions</td>
<td>3</td>
</tr>
</tbody>
</table>
Requirements

For heritage speakers:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPN 311J</td>
<td>Intermediate Spanish for Heritage Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPN 314J</td>
<td>Writing and Culture in Context for Heritage Learners</td>
<td>3</td>
</tr>
<tr>
<td>SPN 327C</td>
<td>Advanced Grammar and Writing in Context</td>
<td>3</td>
</tr>
<tr>
<td>or SPN 327N</td>
<td>Academic Writing for Heritage Speakers</td>
<td></td>
</tr>
<tr>
<td>SPN 367C</td>
<td>Spanish for Health Care Professions</td>
<td>3</td>
</tr>
</tbody>
</table>

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed at the college level: Cognitive Science (CGS), Core Texts and Ideas (CTI), Health and Society (HS), Human Dimensions of Organizations (HDO), Humanities (HMN), International Relations and Global Studies (IRG), Language Teaching Coordination (LTC), Liberal Arts (LA), Liberal Arts Honors (LAH), and UTeach-Liberal Arts (UTL).

Department of African and African Diaspora Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of African and African Diaspora Studies: African and African Diaspora Studies (AFR), Swahili (SWA), and Yoruba (YOR).

Department of American Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of American Studies: American Studies (AMS).

Department of Anthropology

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Anthropology: Anthropology (ANT) and Science, Technology, and Society (STS).

Department of Asian Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Asian Studies: Asian Studies (ANS), Bengali (BEN), Chinese (CHI), Hindi (HIN), Japanese (JPN), Korean (KOR), Malayalam (MAL), Sanskrit (SAN), South Asian Languages (SAL), Tamil (TAM), Telugu (TEL), Urdu (URD).

Department of Classics

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Classics: Ancient History and Classical Civilization (AHC), Classical Civilization (CC), Greek (GK), and Latin (LAT).

Program in Comparative Literature

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Program in Comparative Literature: Comparative Literature (CL).

Américo Paredes Center for Cultural Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Américo Paredes Center for Cultural Studies: Cultural Studies (CLS).

Department of Economics

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Economics: Economics (ECO).

Department of English

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of English: Creative Writing (CRW) and English (E).

Center for Asian American Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Center for Asian American Studies: Asian American Studies (AAS) and Race, Indigeneity, and Migration (RIM).

Center for European Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Center for European Studies: European Studies (EUS).

Department of French and Italian

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of French and Italian: French (FR), French Civilization (FC), Italian (ITL), and Italian Civilization (ITC).

Department of Geography and the Environment

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Geography and the Environment: Geography (GRG), Sustainability Studies (SUS), and Urban Studies (URB).

Department of Germanic Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Germanic Studies: Danish (DAN), Dutch (DCH), German (GER), German,
Scandinavian, and Dutch Studies (GSD), Norwegian (NOR), Swedish (SWE), and Yiddish (YID).

Department of Government

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Government: Government (GOV).

Department of History

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of History: History (HIS).

Schusterman Center for Jewish Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Schusterman Center for Jewish Studies: Jewish Studies (JS).

Teresa Lozano Long Institute of Latin American Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Teresa Lozano Long Institute of Latin American Studies: Indigenous Languages of Latin America (LAL) and Latin American Studies (LAS).

Department of Linguistics

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Linguistics: American Sign Language (ASL) and Linguistics (LIN).

Department of Mexican American and Latina/o Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Mexican American and Latina/o Studies: Mexican American Studies (MAS).

Center for Middle Eastern Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Center of Middle Eastern Studies: Middle Eastern Studies (MES).

Department of Middle Eastern Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Middle Eastern Studies: Arabic (ARA), Hebrew (HEB), Islamic Studies (ISL), Middle Eastern Languages and Cultures (MEL), Persian (PRS), and Turkish (TUR).

Department of Philosophy

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Philosophy: Philosophy (PHL).

Plan II Honors Program

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Plan II Honors Program: Social Science (S S) and Tutorial Course (T C).

Department of Psychology

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Psychology: Psychology (PSY).

Department of Religious Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Religious Studies: Religious Studies (RS).

Department of Rhetoric and Writing

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Rhetoric and Writing: Rhetoric and Writing (RHE).

Department of Air Force Science

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Air Force Science: Air Force Science (AFS).

Department of Military Science

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Military Science: Military Science (MS).

Department of Naval Science

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Naval Science: Naval Science (NS).

Center for Russian, East European, and Eurasian Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Center for Russian, East European, and Eurasian Studies: Russian, East European, and Eurasian Studies (REE).

Department of Slavic and Eurasian Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Slavic and
Eurasian Studies: Czech (CZ), Polish (POL), Russian (RUS), Serbian/Croatian (S C), Slavic and Eurasian Languages (SEL), and Ukrainian (UKR).

Department of Sociology

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Sociology: Sociology (SOC).

Department of Spanish and Portuguese

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Spanish and Portuguese: Iberian and Latin American Languages and Cultures (ILA), Portuguese (POR), Portuguese Civilization (PRC), Spanish (SPN), and Spanish Civilization (SPC).

Center for Women’s and Gender Studies

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Center for Women's and Gender Studies: Women's and Gender Studies (WGS).
General Information
Arts and Sciences Education

The academic program offered cooperatively by the College of Natural Sciences and the College of Liberal Arts provides what is sometimes referred to as a "liberal arts" or an "arts and sciences" education. No matter what area of knowledge a student intends to specialize in, the program of study will require courses in both colleges. The colleges work together to ensure that the individual interests and needs of the students pursuing an arts and sciences program are met.

Guidelines for developing a coherent plan of study are provided by major requirements, by sequential prerequisites, and by optional patterns of emphasis. Departmental majors, areas of specialization, and interdepartmental programs are designed to enable every student to study at least one field in depth. These programs are sufficiently broad in scope to allow students in the same major to develop quite different plans of study in pursuit of their individual interests and goals. Each student should choose courses that are intellectually challenging and that contribute to his or her long-term objectives.

Arts and sciences students are required to take a certain number of courses in the natural sciences, the social and behavioral sciences, and the humanities. Consequently, whatever their field of study, they have the opportunity to learn something about the basic differences in the ways questions are raised and answered in several fields of inquiry, and about the techniques for validating the answers and putting the results to use. At the same time, they may gain some of the philosophical and historical perspectives that illuminate and give form to general or specialized knowledge and help to reveal its relevance.

Both teachers and students sometimes make the assumption that independent and creative study is exclusively for the gifted. In fact, the primary requirement is that the student be highly motivated, although he or she must also demonstrate ability. The departments that make up the two arts and sciences colleges encourage all qualified students to work independently in special honors courses and seminars and in conference, studio, or laboratory work. The student is free to define a major, to determine whether a given assignment will be an adventure or a chore, free to develop its latent possibilities or merely satisfy its explicit demands. True creativity presupposes more than a gift for innovation; it requires an unceasing commitment to thinking and working at one's highest level.

As competence is gained in a chosen field, the mind should be progressively sharpened, disciplined, and enriched. The student who leaves arts and sciences studies with an enhanced understanding of self and humankind, of cultural and historical heritage, of the world and the universe, and of the moral values that make it possible to live a meaningful life, will have made the most of education, having gained something over and above the objective of vocational preparedness.

Financial Assistance Available through the College

A number of scholarship funds established by individuals, foundations, and industrial or research organizations are available to students in the college. Awards are made for reasons ranging from academic promise to financial need. More information about scholarships is given at http://cns.utexas.edu/honors/scholarships/scholarship-policies.

Student Services
Academic Advising

Academic advising is a responsibility shared by advisers and students. Advisers help students clarify their values and goals, assist with the selection of courses, and monitor and evaluate students' progress toward their degrees. Each student is assigned an academic adviser in his or her proposed field of study; students are expected to communicate with their advisers before registration each semester.

Career Services

Career Services is a multidisciplinary hub for students to explore the next phase of their professional or educational career. Additional information is given on the Career Services website.

Study Abroad (International Study)

Students are encouraged to incorporate an international experience into their course of study. In addition to the traditional study abroad programs, students may take advantage of programs specifically designed for science study, including faculty-led courses, Maymester courses, and research abroad. The Texas Institute for Discovery Education in Sciences (TIDES) provides information sessions, one-on-one advising, and resources for science students interested in these programs. For more information, see https://cns.utexas.edu/international-study.

Student Programs

The College of Natural Sciences offers additional programs to supplement the degree plans. Additional information is given at https://cns.utexas.edu/student-communities.

Actuarial Studies Program

The Actuarial Studies Program at The University of Texas at Austin has a long and distinguished history of producing well-prepared students, many of whom have become leaders of the actuarial profession. In the Society of Actuaries classification of North American actuarial programs, our program qualifies as one of about 70 advanced undergraduate programs and as one of about 30 graduate education or graduate education and research programs - thus providing a thorough preparation for entering an actuarial career. For more information, see https://web.ma.utexas.edu/dev/actuarial/.

Biology Scholars Program

The Biology Scholars Program (BSP) is designed to provide lower-division biochemistry and biology students with a broader understanding of the study of biology and a strong sense of community as they begin their academic careers. Throughout the two-year program, BSP provides academic support, resources for peer-led study, and community service opportunities. Each semester, BSP students take a specialized critical
thinking seminar on topics that range from the study of biological sciences to graduate and professional careers in biology. These classes emphasize working in small groups and help BSP students develop strong problem-solving and study skills.

Cornerstones Program
All entering Natural Sciences majors, freshman or transfer, are eligible for participation in the Cornerstones Program. The guiding principles for students are to connect, acclimate, navigate, and explore. Each entering freshman joins a small learning community led by a faculty or staff adviser and a peer mentor. The key components of Cornerstones are creating small learning communities, gaining tools to succeed in college, learning about majors, and developing skills and experiences to launch successful careers upon graduation. Transfer students are given the option to join the program. More information is available at https://cns.utexas.edu/student-communities/cns-cornerstones-communities.

Emerging Scholars Program
The Emerging Scholars program was created to provide motivated students with an opportunity to study biology, calculus or chemistry in a small group environment that is based on academic interests and shared commitment to excellence. This program encourages excellence in academic achievement and fosters a community of students focused around shared intellectual interests and common professional goals. For more information, see https://cns.utexas.edu/support/residential-halls-study-groups/64-about/departments/30-emerging-scholars.

Freshman Research Initiative
The Freshman Research Initiative in the Texas Institute for Discovery Education in Science (TIDES) introduces undergraduate students to the world of scientific research at the beginning of their academic careers by integrating a three-semester research experience into coursework required for the degree. All students begin with an introductory research methods course in the first semester, followed by two semesters of work on real, cutting-edge research projects in fields like biology, biochemistry, nanotechnology, molecular biology, astronomy, physics, mathematics, and computer science. After finishing the course sequence, interested students are assisted in joining faculty or other research laboratories for further work.

Texas Interdisciplinary Plan
The Texas Interdisciplinary Plan (TIP) transforms the learning experience for its scholars by creating small academic communities that promote academic excellence and leadership. TIP offers students who have excelled in high school and are enrolled in the College of Natural Sciences a unique opportunity to continue their academic excellence through managed courses, mentoring, collaborative study, dedicated professional academic advising, and academic and social connections. More information is available from the TIP office and at https://cns.utexas.edu.

Undergraduate Research
One advantage that the University offers undergraduates is the opportunity to participate in state-of-the-art research with some of the world’s most respected scientists. Each department in the College of Natural Sciences supports undergraduate research programs in which students may earn University credit. Students may also earn special departmental honors for exceptional research. The college holds an annual Undergraduate Research Forum to recognize and reward students who participate in research. Additional opportunities vary from department to department; information is available in the Office for Honors, Research, and International Study.

UTeach-Natural Sciences
UTeach-Natural Sciences is an innovative teacher preparation program that allows students to pursue middle school and secondary teacher certification within a four-year mathematics, science, or computer science degree program. While learning the subject matter of their majors, students also learn how to teach. Upon completing the program, students graduate with a bachelor’s degree and are recommended for a middle school or secondary teaching certificate. The UTeach-Natural Sciences program invites students to explore their interest in teaching as early as the freshman year. Through courses taught by some of Texas’s most respected secondary math and science teachers, students learn quickly whether they are suited to the profession. More information about teacher certification requirements is given in the UTeach Natural Sciences Secondary Teaching Option Certificate (p. 287) and UTeach Teacher Certification section (p. 250) of this catalog. See Preparation for Teacher Certification (p. 16) for additional information.

Women in Natural Sciences
The Women in Natural Sciences (WINS) Honors Residential Program is designed to promote the involvement and success of women in the sciences. Students live together in an honors dormitory during their first year and participate in socially and educationally enriching activities. In their first semester they take an innovative small seminar class in which they are introduced to faculty members in their areas of interest. Through the seminar and a wide range of academic, cultural, and social events, WINS students are connected with other students and faculty members who share their interest in science.

Admission and Registration

Admission Policies of the College
Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is given in the General Information Catalog. Freshman and transfer students wishing to enter the College of Natural Sciences must apply for admission with the Office of Admissions. The College of Natural Sciences works jointly with the Office of Admissions to identify applicants who have demonstrated preparation and interest in mathematics and sciences. A student must be admitted to the college to pursue a degree program described in this section. A student who is denied admission to the college may seek to enter another college or school.

Freshman Admission
Applicants should be prepared to make the necessary placements scores on the placement exams for calculus or statistics upon admission into the college. Mathematics, in the form of calculus or statistics, is required for all natural sciences degrees. To enroll in a calculus or statistics course in college, students must first take the mathematics placement exam. Information about scores necessary for placement are posted by the Student Division.

The Entry-Level Major
All new freshman and transfer students are admitted into the College of Natural Sciences in an entry-level major. After completing a specified set of entry-level mathematics and science courses required for the degree with a grade of at least C- in each course, students are admitted to the major and option they plan to pursue unless the major or option has
special admission-to-major requirements. The computer science entry-level major is restricted to students who are admitted to that major by the Office of Admissions.

Students admitted into the College of Natural Sciences through freshman admission or external transfer may change from one entry-level major into the other, with the exception of the computer science and neuroscience entry-level majors. The computer science and neuroscience entry-level majors are restricted to students who are admitted by the Office of Admissions or through internal transfer.

**Internal Transfer**

Students enrolled in other colleges or schools at the University may apply by April 15 to be considered for admission into an entry-level major in the following fall semester. If April 15 falls on a weekend or an official university holiday, the application is due on the next business day.

Admission to the college is limited and competitive. To be competitive, students should:

1. Complete a minimum of 24 semester hours in residence
2. Achieve a grade point average of at least 3.00 in residence
3. Complete one of the following courses in residence with a grade of at least B-: Mathematics 408C, 408D, 408K, 408L, 408M, 408N, 408S, or sds 302.
4. Complete two of the following courses in residence with grades of at least B-: Biology 311C, CH 301, CH 302, Physics 303K, and 303L, or majors level equivalents.
5. Submit an essay describing how the intended major would impact achievement of the educational and career goals.

Students admitted through internal transfer who wish to change to a different major in the college must apply through internal transfer and be accepted in order to change majors. Public Health entry-level majors admitted through internal transfer who are not admitted to the Bachelor of Science in Public Health degree during its admission process may transfer into any Natural Sciences entry-level major other than computer science and neuroscience.

**External Transfer**

Students enrolled at other universities or colleges who wish to enter the College of Natural Sciences must apply for transfer admission through the Office of Admissions. Students must meet transfer admission deadlines and requirements.

The college seeks applicants with excellent past performance in mathematics and science courses. Admission to the college is limited and competitive, and varies each year based on the applicant pool. Meeting all of the following criteria does not guarantee admission, and failing to meet all criteria does not eliminate applicants from consideration. All students are welcome to apply.

To be competitive, it is recommended that students:

1. Complete or be in progress to complete a minimum of 24 transferable semester hours when submitting the application;
2. Achieve a grade point average of at least 3.0, however, the GPA to be competitive for admission is generally higher;
3. Transfer one of the following with a grade of at least B-: Mathematics 408C, 408D, 408K, 408L, 408M, 408N, 408S, SDS 301;
4. Transfer two of the following with a grade of at least B-: Biology 311C, 311D CH 301, CH 302, Computer Science 311, 312, Physics 303K, 303L or majors level equivalents;
5. Utilize all aspects of the admissions application, including essays, resume, and optional letters of recommendation to express interest in the intended academic and career path in the sciences.

The University of Texas prioritizes transfer students who have completed fewer than 70 semester hours and who are able to remain on track to complete a degree in four years, including time spent at previous institutions.

Statistics regarding past admissions cycles are available at cns.utexas.edu/students/future/external-transfer#transfer-statistics.

**Adding a Simultaneous Major or Changing Majors**

Students interested in declaring a simultaneous major must first discuss the impact of the simultaneous major on their progress toward degree and develop a timely graduation plan with their academic advisers. Students eligible to pursue a simultaneous major must follow the application procedure and meet admission requirements that have been established for the simultaneous major. At minimum, students must complete 30 semester hours of coursework in residence at the University. Students interested in changing majors must meet the entry-level or admission requirements of the major they wish to enter. Students admitted through internal transfer may not add a simultaneous major in the College of Natural Sciences unless they are admitted into the simultaneous major through internal transfer.

**Admission-to-Major Requirements**

**The Major in Computer Science**

Several programs are available to undergraduates who wish to major in computer science. Each program involves an admission process in addition to the student’s application for admission to the University. All students may apply to the University as entry-level computer science majors and later seek admission to one of the computer science programs as described in this section; those seeking admission to the Turing Scholars program may also apply to that program when they apply for admission to the University.

Admission requirements for the Bachelor of Arts with a major in computer science, the Bachelor of Science and Arts with a major in computer science, the Bachelor of Science in Computer Science, Option I, and the Integrated Program are given below. Those for the Bachelor of Science in Computer Science, Option II, Turing Scholars Honors, and Option III, Computer Science Honors, are given in *Academic Policies and Procedures* (p. 245).

**Bachelor of Arts; the Bachelor of Science and Arts; and the Bachelor of Science in Computer Science, Option I and V**

To apply for admission to the Bachelor of Arts with a major in computer science, the Bachelor of Science and Arts with a major in computer science, or the Bachelor of Science in Computer Science, Option I and Option V degree programs, the student must earn a grade of at least C in each of three entry-level courses: Computer Science 311 or 311H, Computer Science 312, and 314 or 314H. A student may attempt two of the three entry-level courses no more than twice. The third course may be attempted only once. Symbols of CR, Q, and W count as course attempts.

It is recommended that he or she complete all of the entry-level courses in residence at the University. However, he or she may request that transfer courses taken prior to enrollment at The University of Texas at Austin be approved as substitutes for the entry-level courses. Upon
enrollment at The University of Texas at Austin, all remaining entry-level courses must be taken in residence. The letter grades for approved transfer courses will be used in combination with entry-level courses taken in residence to calculate the grade point average required for admission to the major. He or she must earn a grade point average of at least 2.75 in the three entry-level courses taken in residence or out of residence, and a grade point average of at least 2.00 in all courses taken in residence.

A student who is not admitted to the major may submit an appeal to the department for consideration. If the appeal is approved, the student may enroll once in Computer Science 429. If the student makes a grade of at least B, he or she will be admitted to the major to which he or she applied.

Students are evaluated after the end of each fall semester, spring semester, and summer session by the Department of Computer Science Admission Committee. Students should consult advisers in the College of Natural Sciences Department of Computer Science for information about admission to the major.

A student admitted to the major who cannot complete Computer Science 429, 439, and 331 with grades of at least a C- within two attempts may be removed from the major and placed into the natural sciences undeclared major. Symbols of CR, Q, or W from the university count as course attempts. A third and final attempt may be granted if the student is given a non-academic drop or non-academic withdrawal during the semester in which the course is taken.

The Integrated Program in Computer Science
The Integrated Program is a curriculum of undergraduate and graduate coursework that allows the student to earn the Bachelor of Science in Computer Science and the Master of Science in Computer Science, the Master of Science in Information Studies, or the Master of Science in Computational Science, Engineering, and Mathematics degrees at the same time. The integrated Master of Science in Computer Science includes the same coursework as the traditional master's degree program, as well as the opportunity for research. The integrated Master of Science in Information Studies allows students to choose a pathway for completing a capstone and electronic portfolio comprised of a professional experience project, a master's report, or a thesis. The integrated Master of Science in Computational Science, Engineering, and Mathematics includes the same coursework as the traditional computational sciences, engineering and mathematics master's degree program and also offers opportunity for research.

Students in the Integrated Program are expected to become leaders in the profession. Highly motivated students with the personal qualities and intellectual capacity to establish successful careers in higher education and industry are encouraged to apply.

Undergraduates typically follow Option I, II, or III for their first three years, then enter the Integrated Program in their fourth year. Admission is granted only for the fall semester; May 1st is the application deadline for those who wish to begin the program the following fall. By the end of the spring semester in which they apply; students must have completed at least 60 semester hours of coursework, including Computer Science 429 or 429H, 439 or 439H, and 331 or 331H.

Admission is based on the applicant's grade point average, letters of recommendation, statement of purpose, and SAT Reasoning Test or ACT scores, as well as other relevant examples of academic ability and leadership. An applicant with a University grade point average of less than 3.50 is unlikely to be admitted. Admission may be restricted by the availability of instructional resources. Application materials and information about deadlines are published by the Department of Computer Science, available at http://www.cs.utexas.edu/.

Before beginning the fifth year, students in the Integrated Program must be admitted to the Graduate School and the graduate program in the Department of Computer Science, the School of Information, or the Institute of Computational Science, Engineering, and Mathematics. Application forms must be completed by January 2 of the student's fourth year. Before the application deadline, students must have completed the prescribed work common to all Bachelor of Science in Computer Science Options. They must earn an acceptable score on the Graduate Record Examinations General Test (GRE) and must have their test scores reported to the University. Students usually take the GRE in the fall semester of their fourth year.

The Coordinated Program in Dietetics
Freshman and transfer applicants to the University who plan to enter the Coordinated Program in Dietetics (CPD) should begin in the entry-level major in nutrition. When they have met the requirements described below, students may apply for admission to the CPD.

Prior to applying for admission to the CPD, students must complete at least 60 semester hours of the coursework required for the Bachelor of Science in Nutrition, Option I, including Biology 325 or 325H, and 365S; Biochemistry 369; and NTR 307, 107L, 312 or 312H, 112L or 312R, 315, and 326. A list of other recommended courses is available from the School of Human Ecology. Students must have a grade point average of at least 2.70 in coursework taken in residence at the University. Students should consult advisers in the School of Human Ecology for information about the application process and deadlines. Application materials are available from the school.

The number of applicants to the CPD may exceed the number that can be adequately instructed by the faculty and accommodated within available facilities. Admission decisions are based on the student's biology, chemistry, and nutrition grade point average, his or her University grade point average, and other factors. These factors include, but are not limited to, the difficulty of the student's coursework, work or volunteer experience, leadership, commitment to the profession of dietetics, and personal interview. Students whose applications are denied may reapply.

The Bachelor of Science in Environmental Science

Admission to the Environmental Science Program
All freshmen and external transfer students majoring in environmental science (EVS) are first admitted to the University as entry-level EVS majors in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences. After completing a minimum of 24 hours in residence, students may select the EVS major that best suits their long-term interests and, if necessary, transfer to the appropriate college/school in accordance with the regulations and procedures set forth in General Information.

Freshman Admission
Freshman applicants seeking admission to the EVS major through the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences must meet the calculus readiness requirement by the official admissions application deadline. More information about the calculus readiness requirement is available through the University Admissions Office or online.

Freshmen applicants to the EVS major from all three colleges/schools are reviewed and admitted as a single cohort. Applications should use the Apply Texas online application and select the 'Environmental
Science, Entry-Level’ major Option listed in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences as a first-choice major. Applicants should apply to the EVS program in the college that best suits their anticipated area of focus (geological sciences, geographical sciences, or biological sciences, respectively).

External Transfer Admission

Students who wish to transfer to the university from another college or university must apply to the Office of Admissions as described in General Information. External transfer applicants seeking admission to the Environmental Science (EVS) Degree Program through the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences must demonstrate calculus readiness by the official admissions application deadline. Details regarding transfer calculus readiness are available through the University Admissions Office or online.

External transfer applicants to the EVS major from all three colleges/schools are reviewed and admitted to as a single cohort. Applicants should use the Apply Texas online application and select the ‘Environmental Science, Entry-Level’ major Option listed in the Jackson School of Geosciences, the College of Liberal Arts, or the College of Natural Sciences as a first-choice major. Applicants should apply to the EVS program in the college that best suits their anticipated area of focus (geological sciences, geographical sciences, or biological sciences, respectively).

Internal Transfer Admission

Internal transfer, entry-level applications submitted to the EVS major through the Jackson School of Geosciences, the College of Liberal Arts, and the College of Natural Sciences are reviewed and admitted as a single cohort. All internal transfer applicants should use the online EVS Program Transfer Application and must meet requirements for internal transfer given in General Information.

To be competitive for admission, internal transfer applicants should have a grade point average of at least 3.0 in Biology 311C, CH 301, Mathematics 408C or 408N or 408K, and GEO 401 or GEO 303.

Additional Information for all internal transfer applicants:

• Application Deadline: March 1 for entry the following academic year.
• Only currently enrolled students in good academic standing with their college of residence may apply.
• Students may apply during the semester they are completing the minimum requirements to be eligible for consideration.
• Entry-level admission to all Environmental Science majors is offered as space is available to the students who are best qualified. Decisions are based on the student’s grade point average in the introductory science and math courses listed above, University grade point average, and other factors including, but not limited to, difficulty of course load, course repetitions, proven mathematical ability, and interest in the field of Environmental Science.

Students should consult with an academic adviser for additional information on the application process and deadlines.

The Bachelor of Human Development and Family Sciences

Registration for Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R is restricted to students whose practicum applications have been approved. Students who want to participate in an early childhood field experience/field practicum (Human Development and Family Sciences 352L or 652P) must also complete Human Development and Family Sciences 338, 266C and 266L with grades of at least C. Practicum applications are available in the School of Human Ecology advising office; application deadlines are May 1 for enrollment the following spring semester and December 1 for enrollment the following fall semester. If either May 1 or December 1 falls on a weekend or an official University holiday, the application is due the next business day.

The Bachelor of Science in Neuroscience, Option I

Prior to applying for admission to the Bachelor of Science in Neuroscience, Option I, degree program, the student must earn a grade of at least B- in Neuroscience 330. Neuroscience 330 must be taken in residence. The student must also complete any of the four following courses, with grades of at least C: Biology 311C, 311D, 315H, 325H; CH 301, 301H, CH 302, 302H, and CH 204; Mathematics 408C, 408N, 408S; and PHY 301, 316, 303K, 303L, 317K, and 317L. To be competitive for admission, the student should have a combined grade point average of at least 3.0 in the five courses required for admission.

To apply, the student should consult advisers in the Center for First-Year Advising for information about the application process and deadlines. Applications are evaluated after the end of each fall and spring semester by the Department of Neuroscience. Students whose applications are denied may reapply twice through the supplemental admission process. Admission decisions are based on a number of factors including, but not limited to, the student’s grade point average, course load difficulty, and written statement about their commitment to a future in the field of neuroscience.

The Major in Public Health

To apply for admission to the public health degree program, the student must have earned a grade of at least C- in Biology 311C and 311D or 315H; CH 301 or 301H and CH 302 or 302H; and Mathematics 408C or 408N. To be competitive for admission, the student must have a grade point average of at least 2.75 in these five courses. Students who satisfy these requirements are conditionally admitted to the major, and are registered in Public Health 317 in the following semester. Students must earn a grade of at least B- to be fully admitted to the major.

Applications are evaluated after the end of each fall and spring semester. Students whose applications are denied may reapply through the supplemental admission process the following semester. Admission decisions are based on the student’s grade point average in the basic sequence courses, his or her University grade point average, and other factors; these factors include, but are not limited to, the difficulty of the student’s course load, course repetitions, and proven mathematical ability. Students should consult advisers in the College of Natural Sciences Center for First-Year Advising for information about the application process and application deadlines.

Students who plan to follow Option II, Public Health Honors, must be admitted to the Dean’s Scholars Honors Program.

To apply for admission to Option III, the student must already be admitted to Option I. The Option I student may apply for admission to Option III upon completion of the sixth semester with a grade point average of at least 3.40. The Option III student follows the admission schedule and policies of the School of Public Health at the University of Texas Health Sciences Center at Houston.
The Bachelor of Science in Public Health, Option III

The Option I student may apply for admission to Option III upon completion of the sixth semester with a grade point average of at least 3.40. The Option III student follows the admission schedule and policies of the School of Public Health at the University of Texas Health Sciences Center at Houston.

The Major in Textiles and Apparel

Admission to the Field Experience Programs

All textiles and apparel students must complete a field experience. The internship experience facilitates learning through the blending of theory and practice. The program is a cooperative effort involving three major participants: the student, the sponsoring firm or site supervisor, and the faculty coordinator.

The primary purpose of the program is to provide students with a realistic view of their profession through actual work experience in a professional environment. Experiences in the field setting challenge the student developmentally by providing an opportunity for both cognitive and effective learning, as well as fundamental changes in attitude, work habits, and maturity level.

Before beginning the internship, students will be expected to participate in interviews with representatives from participating sites. These interviews are designed to prepare students for a competitive marketplace. To ensure a placement that best meets the professional needs of each student, the program partners with organizations and support industries over a wide geographic area. The program director must approve all sites prior to a student's acceptance of the internship.

Once a student accepts an approved internship, the placement is binding. Depending on the policy of the host site, the intern may or may not receive compensation. During the internship, the student is responsible for all assignments given by the faculty coordinator and the internship site. The interning student is also responsible for housing, relocation arrangements, and expenses.

Materials, information about deadlines, and directions for application are available from the Director of Internships in Textiles and Apparel.

Option I: Apparel, Functional, and Technical Design

Application Process for Internship

Students must apply and be admitted to the Apparel, Functional, and Technical Design Internship Program the semester before they plan to participate in their internship.

Before applying to the internship program, students must complete the following courses with a grade of at least C- in each: TXA 301, TXA 205, 105L, 313, 214K, 214L, 316Q, 376, 219C, 119L, 151, and 376. The merchandising and consumer sciences internship block is to be completed during the senior year, serving as the capstone experience for merchandising and consumer sciences majors.

Internship Semester

The merchandising and consumer sciences internship block is comprised of four internship courses: Textiles and Apparel 353, 352M, 355P, and 377, as well as a placement in an approved field experience, all taken concurrently. Students may not enroll in additional coursework during the semester.

Option IV: Textile Conservation and Museum Studies

Application Process for Internship

Students must apply and be admitted to the Textile Conservation and Museum Studies Internship Program the semester before they plan to participate in their conservation internship.

Before applying to the internship program, students must complete the following courses with a grade of at least C- in each: TXA 301, TXA 205, 105L, 313, 214K, 214L, 151, 354C, 354D, 354E, 354F, 355D. The Textile Conservation and Museum Studies Internship is to be completed during the senior year, serving as the capstone experience for textile conservation and museum studies majors.

Internship Semester

Textiles and Apparel 652C. Students may opt to take additional coursework during this semester.

Academic Policies and Procedures

Academic Standards

Mathematics Placement

Mathematics, in the form of calculus or statistics, is required for all natural sciences degrees. To enroll in a calculus course in the college, students must first take the mathematics placement exam. Scores necessary for placement into specific mathematics courses are posted by the Student Division. More information about scores and course placement is available from academic advisors.

Repetition of a Course

No student may enroll in any course in the College of Natural Sciences more than twice, even if the course is needed to meet degree requirements, without first obtaining the written consent of their major advisor and of the department that offers the course; students in colleges other than the College of Natural Sciences need only departmental approval. A symbol of Q or W counts as an enrollment unless it has been approved by the dean's office for nonacademic reasons.

Students may not repeat any course in which they have earned a grade of C- or better.

Departments in the college may have additional requirements for students who repeat courses.
Removal from the Major

A Natural Sciences student whose appeal to take a course in the College of Natural Sciences for a third time is and is denied may be removed from the major if the course is required for the degree.

A student who is removed from the major will be placed in the undeclared major while the student examines options to pursue another major in the College of Natural Sciences or in another college. An academic advisor will work with the student to explore opportunities for academic success and graduation.

A student who transfers the course for which a repeat appeal was denied may appeal to re-enter the major from which the student was removed. Appeals to re-enter the major are reviewed by the Associate Dean for Undergraduate Education.

Concurrent Enrollment

Concurrent enrollment is enrollment simultaneously at the University and at another educational institution or in University Extension. Math and science courses may not be taken concurrently during fall and spring semesters and will not be counted toward a degree unless they are specifically approved in advance by the College of Natural Sciences. The college permits concurrent enrollment during summers without prior approval and during fall and spring semesters with certain restrictions. Students must see their academic advisors to petition for approval. No more than 30 percent of the semester hours required for any degree in the college may be completed online with University Extension.

Undergraduates in a Graduate Course

The College of Natural Sciences encourages undergraduates who excel academically and would benefit from further challenges to enroll in graduate courses. With permission, undergraduates may count graduate courses toward their undergraduate degrees or may reserve them for graduate credit. To enroll in a graduate course, undergraduates must meet the University's eligibility requirements and must receive permission from the course instructor, the graduate advisor for the field in which the course is offered, and the college. Undergraduates reserving courses for graduate credit must also receive permission from the graduate dean. Further information is given in Coursework in the Graduate School and the School of Law (p. 18).

Petitions for Degree Requirements

Petitions for exceptions to degree requirements, other than the University-wide core curriculum, are handled through an online petition system. Academic advisors initiate petitions on the student's behalf and route them through departmental faculty advisors. The most common reason for petitioning is to request the substitution of transfer coursework for a specific degree requirement. Final decisions on all petitions are made by the dean's office. Degree requirements are very rarely waived outright.

Personal Computing Devices

Students entering the College of Natural Sciences majors are encouraged to have access to a portable computing device as individual courses may require the device for certain lectures and/or labs.

Honors

There are several avenues available for undergraduates to achieve honors recognition for exemplary academic ability and performance. They include: University Honors, graduation with University Honors, college-wide honors programs, departmental honors degree options, and completion of departmental honors.

The College of Natural Sciences offers Bachelor of Science and Arts and Bachelor of Science honors degree options in three programs that serve majors in the College of Natural Sciences: Dean's Scholars, Health Science Scholars, and Polymathic Scholars. Information about admission and requirements for each is available at CNS Honors & Scholarships.

Honors degree options that are sponsored by departments include: Turin Scholars in Computer Science; Honors in Advanced Human Development and Family Sciences Program; and the Honors in Advanced Nutritional Sciences Program.

Lastly, students may earn departmental honors upon graduation through completion and approval of an undergraduate thesis.

University Honors

University honors are earned on a semester by semester basis. Information relating to University Honors can be found in the General Information Catalog.

Graduation with University Honors

The University recognizes no more than the top 20 percent of each college's May graduating class as graduating with University Honors. To be eligible, an undergraduate must have completed at least 60 semester hours of coursework in residence at the University. Graduation with University Honors is based on the average of all grades earned in courses taken in residence at the University, whether the courses were passed, failed, or repeated. Courses taken pass/fail are counted in the 60-hour minimum, but only letter grades (including F in pass/fail courses) are used to determine the grade point average.

Detailed requirements for graduation from the College of Natural Sciences with University Honors are given in the General Information Catalog.

Dean's Scholars Program

Dean's Scholars is a four-year honors degree program for highly motivated and talented students with a demonstrated interest in mathematics and/or scientific research. Students earn a Bachelor of Science degree with an honors option. This option is available in all majors offered by the College of Natural Sciences.

The key features of the program are a first-semester research methods course; a breadth requirement, usually completed during the first four semesters, that exposes students to various forms of scientific inquiry; and at least two semesters of supervised research and writing that culminate in an honors thesis.

Application to the Dean's Scholars Honors Program is separate from, and in addition to, application to the University. Application materials and information about deadlines are available in the program office and on the Dean’s Scholars website. Students may enter the program as freshmen or as college transfers prior to their fourth long semester of enrollment at the University.

Factors in the admission decision are the student's high school and/or University grades, class rank, the rigor of the courses the student has taken, the quality of the required application essays, a strong recommendation from a mathematics or science instructor, and the student's interest in mathematics and/or scientific research as demonstrated by extracurricular activities.

To remain in good standing in the Dean's Scholars Honors Program, students are expected to maintain a minimum grade point average of 3.50. Students who do not may be dismissed from the program by the faculty director.
Polymathic Scholars Program

Polymathic Scholars is a four-year honors degree program for exceptional science majors who have compelling interests or talents beyond the natural sciences and wish to make them part of their undergraduate degree. Students earn a Bachelor of Science and Arts degree with an honors major. An honors option is available in all majors offered under this degree by the College of Natural Sciences.

The key features of the program are a first-semester research methods course; a six-credit-hour requirement in honors-level coursework in one or more science; a substantive health or service-related learning experience or laboratory research, undertaken in the third year; and an honors thesis based on their third-year project, written in the final year.

Application to the Polymathic Scholars Program is separate from, and in addition to, application to the University. Application materials and information about deadlines are available on the Polymathic Scholars website. Students may enter the program as freshmen or as college transfers prior to their fourth long semester of enrollment at the University.

Factors in the admission decision are the student’s high school and/or college grades, class rank, the rigor of the courses the student has taken, the quality of the required application essays, a strong recommendation from a mathematics or science instructor, and the student’s interest in science, health and services as demonstrated by extracurricular activities.

To remain in good standing in the program, students are expected to maintain a minimum grade point average of 3.50. Students who do not may be dismissed from the program by the faculty director.

Turing Scholars in Computer Science

The Department of Computer Science offers a comprehensive honors degree program for highly motivated and talented students. The key features of the program are an intensive, accelerated freshman- and sophomore-year program; special Turing Scholars sections of many advanced computer science courses; a second-semester freshman-year course that introduces students to the research activities of the department; and at least two semesters of supervised research and writing. Upon completion of both a sequence of Turing Scholars courses, approved by the program director, and an approved thesis, students graduate as Turing Scholars in Computer Science.

Students in the Turing Scholars program pursue the Bachelor of Science in Computer Science, option II. Application to the program is separate from, and in addition to, application to the University. Application materials and information about deadlines are available in the Department of Computer Science and on the Turing Scholars website. Students may enter the program either as freshmen or after they have enrolled at the University. Factors in the admission decision are the student’s high school grades and class rank, the rigor of the courses the student has taken, the quality of the required application essays, and the student’s interest and aptitude in math, science, and computing as demonstrated by extracurricular activities.

More information about the degree program is given in the Degrees and Programs (p. 274) section.

Honors In Advanced Human Development and Family Sciences Program

The Department of Human Development and Family Sciences offers a comprehensive honors degree program for highly motivated and talented students. The key features of the program are a core of small, select Human Development and Family Sciences courses that expose students to the research activities of the department, and at least two semesters of supervised research and writing that culminates in an honors thesis and presentation of student research in an approved public forum. Application to the Human Development and Family Sciences Honors Program is separate from, and in addition to, application to the University. Application materials and information about deadlines are available in the Department of Human Development and Family Sciences and online. Students may enter the program as freshmen, as transfer students, or after they have enrolled at the University. Factors in the admission decision are the student’s high school and/or University grades, class rank, the rigor of the courses the student has taken, faculty recommendations, standardized test scores and the student’s interest and aptitude in math and science as demonstrated by relevant extracurricular activities.

More information about the degree program is given in the Degrees and Programs (p. 274) section.

Honors In Advanced Nutritional Sciences Program

The Department of Nutritional Sciences offers a comprehensive honors degree program for highly motivated and talented students. The key features of the program are a core of select nutrition courses that expose students to the research activities of the department; and at least two semesters of supervised research and writing that culminates in an honors thesis and presentation of student research in an approved public forum. Application to the Honors in Advanced Nutritional Sciences Program is separate from, and in addition to, application to the University. Application materials and information about deadlines are available in the Department of Nutritional Sciences and online. Students may enter the program as freshmen, as transfer students,
or after they have enrolled at the University. Factors in the admission decision are the student’s high school and/or University grades, class rank, the rigor of the courses the student has taken, the quality of the required application essays, faculty recommendations, and the student’s interest and aptitude in math and science as demonstrated by relevant extracurricular activities.

More information about the degree program is given in the Degrees and Programs (p. 280) section.

**College Honors**

**Departmental Honors**

Most departments in the College of Natural Sciences offer departmental honors programs to their majors. Minimum requirements for the completion of all such programs include (1) a University grade point average of at least 3.00; (2) a three-semester-hour thesis or research project, or a reasonable equivalent, with a grade of at least B; some programs may require a higher grade; (3) completion, with a grade point average of at least 3.50, of the coursework required for a major in the field in which the student seeks honors; and (4) completion at the University of at least 60 semester hours of coursework counted toward the degree.

The statement “Special Honors in (name of field)” appears on the transcript of each graduate certified as having completed the honors program.

**Astronomy Departmental Honors**

It is highly recommended that majors who plan to seek special honors in astronomy apply to the honors advisor for admission to the program by the end of the third year, and absolutely no later than the beginning of the fourth year; A University grade point average of at least 3.00 and a grade point average in physics and astronomy of at least 3.50 are required for admission to the honors program.

The requirements for graduation with departmental honors are (1) Astronomy 379H, Honors Tutorial Course, Natural Sciences 371, Capstone Thesis Seminar, Tutorial Course 660H, Thesis Course: Honors, or an alternative astronomy course approved by the faculty advisor, in which the student completes a supervised research project; (2) a written report and an oral or poster presentation of the research project approved by the research supervisor and the honors advisor; (3) a final University grade point average of at least 3.00 and a grade point average in physics and astronomy of at least 3.50; (4) completion at the University of at least 60 semester hours of coursework counted toward the degree.

**Biochemistry Departmental Honors**

Majors who plan to seek special departmental honors in biochemistry should apply to the departmental honors advisor for admission to the honors program no later than the beginning of the senior year. A University grade point average of at least 3.00 and a grade point average in biochemistry and chemistry of at least 3.50 are required for admission.

The requirements for graduation with special departmental honors are (1) all requirements for the degree of Bachelor of Science in Biochemistry; (2) two semesters of Biochemistry 379H, Biochemistry Honors Tutorial Course; (3) a thesis and a presentation based on research; the research topic and the thesis must be approved by the supervising faculty member and the departmental honors advisor; (4) a University grade point average of at least 3.00 and a grade point average in biochemistry and chemistry of at least 3.50; (5) completion at the University of at least 60 semester hours of coursework counted toward the degree; and (6) approval of the honors advisor.

**Biology Departmental Honors**

Majors who plan to seek special departmental honors in biology should apply to the departmental honors advisor for admission to the honors program no later than the beginning of the senior year. A University grade point average of at least 3.00 and a grade point average in biology of at least 3.50 are required for admission.

The requirements for graduation with special departmental honors, which are in addition to the requirements of the major, are (1) two semesters of Biology 379H, Honors Tutorial Course; (2) a thesis based on original research and approved by the supervising faculty member and the honors advisor; honors students in the human biology option must select both a thesis supervisor and a second reader, one of whom must be a tenure-track faculty member, Senior Lecturer, or Associate or Full Professor of Instruction, in the Departments of Molecular Biosciences, or Integrative Biology; (3) a University grade point average of at least 3.00 and a grade point average in biology of at least 3.50; and (4) completion at the University of at least 60 semester hours of coursework counted toward the degree.

**Chemistry Departmental Honors**

Majors who plan to seek special departmental honors in chemistry should apply to the honors advisor for admission to the honors program no later than the beginning of the senior year. A University grade point average of at least 3.00 and a grade point average in chemistry of at least 3.50 are required for admission.

The requirements for graduation with special departmental honors are (1) all requirements for the degree of Bachelor of Science in Chemistry; (2) two semesters of Chemistry 379H, Chemistry Honors Tutorial Course; (3) a thesis and a presentation based on research; the research topic and the thesis must be approved by the supervising faculty member and the undergraduate faculty advisor; (4) a University grade point average of at least 3.00 and a grade point average in chemistry of at least 3.50; (5) completion at the University of at least 60 semester hours of coursework counted toward the degree; and (6) approval of the honors advisor.

**Computer Science Departmental Honors**

Students seeking special departmental honors must meet with a faculty advisor at least two semesters before they plan to graduate to discuss potential research topics and the requirements for receiving special departmental honors.

The requirements for graduation with special departmental honors are (1) Computer Science 379H, Computer Science Honors Thesis, with a grade of at least B; (2) a University grade point average of at least 3.00 and a grade point average in computer science of at least 3.50; (3) a thesis and presentation based on research and approved by three faculty members, including the honors advisor; and (4) completion at the University of at least 60 semester hours of coursework counted toward the degree.

**Human Development and Family Sciences Departmental Honors**

Majors who plan to seek special departmental honors in human development and family sciences should apply to the Departmental Honors Committee for admission to the honors program no later than the beginning of the senior year. The requirements for admission are a University grade point average of at least 3.00 and a grade point average of at least 3.50 in coursework in the School of Human Ecology that is required for the degree.

The requirements for graduation with special departmental honors are (1) all requirements for the degree of Bachelor of Science in Human
Development and Family Sciences; (2) Human Development and Family Sciences 379H, Honors Tutorial Course; (3) completion of an honors thesis and an accompanying presentation, both of which must be approved by a committee consisting of the research supervisor and another faculty member; (4) a University grade point average of at least 3.00, a grade point average in Human Development and Family Sciences 379H or at least 3.00, and a grade point average of at least 3.50 in coursework in the School of Human Ecology that is required for the degree and for honors; and (5) completion at the University of at least 60 semester hours of coursework counted toward the degree.

Human Ecology Departmental Honors

Majors who plan to seek special departmental honors in human ecology must follow the requirements of the departmental honors program in human development and family sciences, nutrition, or textiles and apparel.

Mathematics Departmental Honors

Majors who plan to seek special departmental honors in mathematics should apply to the honors advisor for admission to the honors program at least two semesters before their expected graduation. A University grade point average of at least 3.00 and a grade point average in mathematics of at least 3.50 are required for admission.

The requirements for graduation with special departmental honors are (1) Mathematics 379H, Honors Tutorial Course; (2) a thesis on the subject of the student’s research or project approved in comprehensive examination by a committee consisting of at least three faculty members; (3) a University grade point average of at least 3.00 and a grade point average in mathematics of at least 3.50; and (4) completion at the University of at least 60 semester hours of coursework counted toward the degree. In order to fulfill the first requirement, students must meet the prerequisite of Mathematics 379H—Mathematics 365C, 367K, 373K, or 374G with a grade of at least A; and another of these courses with a grade of at least B; and consent of the honors advisor.

Neuroscience Departmental Honors

Majors who plan to seek special departmental honors in neuroscience should apply to the honors advisor for admission to the honors program no later than the beginning of their senior year. A University grade point average of at least 3.00 and a grade point average in neuroscience of at least 3.50 are required for admission.

The requirements for graduation with special departmental honors are (1) two semesters of neuroscience research coursework, including Neuroscience 379H, Honors Tutorial Course; (2) a thesis based on original research and approved by the supervising faculty member and the honors advisor; (3) a University grade point average of at least 3.00 and a grade point average in neuroscience of at least 3.50; and (4) completion at the University of at least 60 semester hours of coursework counted toward the degree.

Nutrition Departmental Honors

Majors who plan to seek special departmental honors in nutrition should apply to the Departmental Honors Committee for admission to the honors program no later than the beginning of the senior year. The requirements for admission are a University grade point average of at least 3.00 and a grade point average of at least 3.50 in coursework in the School of Human Ecology that is required for the degree.

The requirements for graduation with special departmental honors are (1) all requirements for the degree of Bachelor of Science in Nutrition; (2) Nutrition 379H, Honors Tutorial Course; this course may be repeated once for credit; (3) completion of an honors thesis and an accompanying presentation, both of which must be approved by a committee consisting of the research supervisor and another faculty member; (4) a University grade point average of at least 3.00, a grade point average in Nutrition 379H of at least 3.00, and a grade point average of at least 3.50 in coursework in the School of Human Ecology that is required for the degree and for honors; and (5) completion at the University of at least 60 semester hours of coursework counted toward the degree.

Physics Departmental Honors

Majors who plan to seek special departmental honors in physics should apply to the honors advisor for admission to the honors program near the end of the third year. A University grade point average of at least 3.00 and a grade point average in physics of at least 3.50 are required for admission.

The requirements for graduation with special departmental honors are (1) Physics 379H, Honors Tutorial Course; (2) a written honors thesis approved by faculty readers assigned by the department; (3) a University grade point average of at least 3.00 and a grade point average in physics of at least 3.50; and (4) completion at the University of at least 60 semester hours of coursework counted toward the degree.

Public Health Departmental Honors

Majors who plan to seek departmental honors in public health should apply to the honors advisor for admission to the honors program no later than the beginning of the senior year. Students are encouraged to apply as early as the beginning of the junior year. A University grade point average of at least 3.00 and a grade point average in public health of at least 3.50 are required for admission.

The requirements for graduation with special departmental honors are (1) all requirements for the degree of the Bachelor of Science in Public Health; (2) two semesters of Public Health 379H, Honors Tutorial Course; (3) a thesis and presentation based on research and approved by the research supervisor and the honors advisor; (4) a University grade point average of at least 3.00, a grade point average in public health of at least 3.50, and grades of at least a B in Public Health 379H; and (5) completion at the University of at least 60 semester hours of coursework counted toward the degree.

Textiles and Apparel Departmental Honors

Majors who plan to seek special departmental honors in textiles and apparel should apply to the Departmental Honors Committee for admission to the honors program no later than the beginning of the senior year. The requirements for admission are a University grade point average of at least 3.00 and a grade point average of at least 3.50 in coursework in the School of Human Ecology that is required for the degree.

The requirements for graduation with special departmental honors are (1) all requirements for the degree of Bachelor of Science in Textiles and Apparel; (2) Textiles and Apparel 379H, Honors Tutorial Course; this course may be repeated once for credit; (3) completion of an honors thesis and an accompanying presentation, both of which must be approved by a committee consisting of the research supervisor and another faculty member; (4) a University grade point average of at least 3.00, a grade point average in Textiles and Apparel 379H of at least 3.00, and a grade point average of at least 3.50 in coursework in the School of Human Ecology that is required for the degree and for honors; and (5) completion at the University of at least 60 semester hours of coursework counted toward the degree.
Graduation

Special Requirements of the College

All students must fulfill the General Requirements (p. 19) for graduation. Students in the College of Natural Sciences must also fulfill the following requirements:

1. The University requires that the student complete in residence at least 60 semester hours of the coursework counted toward the degree. For the Bachelor of Arts, Plan I, and the Bachelor of Science and Arts, these 60 hours must include at least 18 hours in the major.
2. The University requires that at least six semester hours of advanced coursework in the major be completed in residence. Additional hours in the professional or major sequence in many cases are required by individual natural sciences degree programs.
3. A candidate for a degree must be registered in the College of Natural Sciences either in residence or in absentia the semester the degree is to be awarded. Graduation applications must be submitted no later than the date given in the academic calendar. The application and supplemental in absentia instructions are available via the College of Natural Sciences website.

Applying for Graduation

An electronic degree audit is created for each student each semester. The student should view the audit through IDA, the University’s Interactive Degree Audit system. The degree audit tells the student the courses he or she must take and the requirements he or she must fulfill to receive the degree. The degree audit normally provides an accurate statement of requirements, but the student is responsible for knowing the requirements for the degree as stated in a catalog under which he or she is eligible to graduate and for registering so as to fulfill all these requirements. The student should speak with his or her assigned academic advisor before registering if in doubt about any requirement.

In the semester in which the degree is to be conferred, the candidate must be registered at the University and must file an online graduation application form via the graduation section of the College of Natural Sciences website. This should be done during the first week of classes, if possible, but in no event later than the deadline to apply for an undergraduate degree; this date is given in the official academic calendar. No degree will be conferred unless the graduation application form has been filed on time.

Degrees and Programs

The College of Natural Sciences offers the following undergraduate degrees:

1. Bachelor of Science and Arts, with majors in astronomy, biochemistry, biology, chemistry, computer science, human development and family sciences, human ecology, nutrition, mathematics, neuroscience, and physics.
2. Bachelor of Science degrees in astronomy, biochemistry, biology, chemistry, computer science, environmental science, human development and family sciences, mathematics, medical laboratory science, neuroscience, nutrition, physics, public health, and textiles and apparel.
3. Bachelor of Arts, Plan I, with majors in astronomy, chemistry, computer science, mathematics, and physics.

The Bachelor of Science and Arts degree offers a cross-disciplinary experience for students who want to combine a strong core science experience with coursework in areas such as business, communications, fine arts, and the liberal arts. Students choose a major of up to 55 hours of science and mathematics. Students choose either a transcript-recognized minor outside of the sciences, 15 hours in a field of study outside of sciences, or an 18 to 24 hour transcript-recognized certificate. A full list of the minor and certificate programs offered at the University can be found in The University section (p. 13) of the Undergraduate Catalog.

The Bachelor of Science degrees provide deep exploration of science fields for students preparing for graduate science programs and careers as specialized scientists. The degrees contain between 80 to 90 hours of science and mathematics, and typically have multiple specialized options that reflect niche areas of study.

The Bachelor of Arts, Plan I, is shared with the College of Liberal Arts.

A student may not earn more than one Bachelor of Arts, Bachelor of Science and Arts, or Bachelor of Science in Environmental Science degree from the University. A student may earn only one undergraduate degree in a particular field of study from the College of Natural Sciences. Biology, biochemistry, and neuroscience are considered one field of study. Biochemistry and Chemistry are considered one area of study. A student who holds a Bachelor of Arts or a Bachelor of Science and Arts degree from the University may earn a second major designation in another field of study that will appear on the University transcript.

The title of a graduate’s degree appears on his or her diploma, but the major does not. The degree, the major, the transcript-recognized certificate, and the minor appear on the graduate’s University transcript. A natural sciences student who wishes to add another major in the college must meet the criterion described in the Admission and Registration (p. 241) section.

Applicability of Certain Courses

Physical Activity Courses

Physical activity (PED) courses and Kinesiology 119 may not be counted toward a degree in the College of Natural Sciences. However, they are counted as courses for which the student is enrolled, and the grades are included in the grade point average.

ROTC Courses

ROTC units are maintained on campus by the Departments of Air Force Science, Military Science, and Naval Science. Information about each program is available from the chair of the department.

Nine semester hours of designated University of Texas at Austin coursework in air force science, military science, or naval science may be counted toward any degree in the College of Natural Sciences.

Courses Taken on the Pass/Fail Basis

No more than 16 semester hours taken on the pass/fail basis may be counted toward the Bachelor of Arts, Plan I. No more than six semester hours taken on the pass/fail basis may be counted toward the Bachelor of Science and Arts degree and the Bachelor of Science degrees. In general, only electives may be taken on the pass/fail basis. Complete rules on registration on the pass/fail basis are given in the General Information Catalog.

Courses in a Single Field

For the Bachelor of Arts, Plan I, no more than 39 hours may be counted in any one field of study, including the major, unless major requirements state otherwise. Additionally, for the Bachelor of Arts, Plan I, no more
than 39 hours may be counted in any one college or school other than the College of Liberal Arts or the College of Natural Sciences.

**College Algebra**

Algebra courses at the level of M 301 or the equivalent may not be counted toward a degree in the College of Natural Sciences.

**Chemistry**

Students seeking the degree of Bachelor of Science in Chemical Engineering, Bachelor of Science in Chemistry, or Bachelor of Science in Physics must take The University of Texas at Austin Test for Credit in CH 301 if they were admitted to the University with high school credit in chemistry. Engineering majors in areas other than chemical engineering are also encouraged to take the test. Students with three semesters or more of high school chemistry that included laboratory experience, or credit for CH 301 or 301H, are encouraged to take The University of Texas at Austin Test for Credit in CH 302. These tests are offered only in Austin. Information about them is available at [https://testingservices.utexas.edu/sts](https://testingservices.utexas.edu/sts).

Each student planning to register for a chemistry course should consult an advisor in his or her major area to determine whether specific courses are required.

**Computer Science**

An undergraduate may not enroll in any computer science course more than once without written consent of an undergraduate advisor in computer science. No student may enroll in any computer science course more than twice. No student may take more than three upper-division computer science courses in a semester without written consent of an undergraduate advisor in computer science.

**Mathematics**

The Department of Mathematics offers a wide variety of courses both for math majors and for non-majors. Students interested in mathematics as a first or second major should consult the advisors in the Mathematics, Physics, and Astronomy Advising Center, in RLM 4.101.

Course prerequisites are enforced. Most entry-level mathematics courses have an appropriate score on the mathematics placement exam as a prerequisite. In such courses, students must be prepared to present proof of their score immediately after classes have begun; those unable to meet the score will be dropped.

Students may check the current Course Schedule or go to the Department of Mathematics website for details about the prerequisite required for their course.

Students who plan to use transfer credit to meet the prerequisite of a mathematics course must submit an official transcript to the Office of Admissions so that the credit may be added to their official university record. In addition to sending a transcript, students are encouraged to retain hard copies of their grade reports for proof of prerequisite until their transcripts are processed.

Students who wish to enroll in conference courses in the Department of Mathematics must submit consent of instructor forms to the department before registering. Forms are available in the Advising Center.

The information in parentheses after a course number is the Texas Common Course Numbering (TCCN) designation. Only TCCN designations that are exact semester-hour equivalents of University courses are listed here. Additional TCCN information is given in Appendix A (p. 329).

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**UTeach-Natural Sciences Teacher Certification**

UTeach-Natural Sciences prepares students in the College of Natural Sciences, the Jackson School of Geosciences, and Cockrell School of Engineering for secondary teacher certification in Science, Technology, Engineering, and Mathematics (STEM). However, students in any major at the University may seek STEM teacher certification through UTeach-Natural Sciences.

There are two ways undergraduate students can seek STEM teacher certification through UTeach-Natural Sciences:

1. Undergraduates can complete the courses for certification as electives within a standard bachelor's degree program.
   - Lists of the required content courses and additional certification requirements, are available in the UTeach-Natural Sciences office and online.

2. Undergraduates can consider the teaching options in biology (p. 261), chemistry (p. 264), computer science (p. 266), geological sciences (p. 179), mathematics (p. 274), and physics (p. 281) degree programs.
   - This option is strongly encouraged because these majors incorporate all courses required for teacher certification.

Degree holders and qualifying seniors may apply for the UTeach Accelerate track to teacher certification. This track has the same requirements as the undergraduate track, but in a more compressed form with class sections offered at non-traditional times, particularly in the evening. UTeach Accelerate is limited to degree-holders and seniors with no more than two (2) long semesters left to earn the undergraduate degree. In addition to admission to The University of Texas at Austin, students must be accepted into the UTeach Accelerate track.

The application requires the following:

- application form
- resume
- two letters of recommendation
- transcript
- essay
- interview

The courses required for teacher certification include a minimum of 30 field-based experience (FBE) hours prior to the clinical teaching experience. All students in these field experience courses, (UTS 101, 110, 211 [restricted to students on the Accelerate track], EDC 365C [restricted to students on the Accelerate track], EDC 365D, 65E, 665 [restricted to students on the Accelerate track], which are part of the Professional Development Sequence, are observed by and receive feedback from highly-qualified Professors of Practice and select in-service educators throughout each semester. Students must pass the field experience in order to pass these courses. During clinical teaching (UTS 170, EDC 651S), supervision and feedback are provided by Professors of Practice, field supervisors, and the cooperating teacher.

Upon transcript review, students on the Accelerate track may be required to take additional content courses so that they are prepared to pass the State-required certification exams and so that they meet State standards for secondary educators in the classroom. This review is conducted by faculty in the specific disciplines.

To complete the UTeach program and be recommended for teacher certification at the secondary level in the State of Texas, the student must have a University grade point average of at least 2.50. The student must have earned a grade of at least C- in each of the professional
development courses and supporting courses listed below and must pass the final teaching portfolio review. Students on the Accelerate track must pass the T-Tess evaluation protocol, instead of the final portfolio review. Information about the portfolio review, T-Tess evaluation protocol, and additional certification requirements is available from the UTeach-Natural Sciences academic advisor.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

Undergraduate Professional Development Sequence

All students seeking teacher certification must complete the following courses:

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<th>Requirements</th>
<th>Hours</th>
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<tbody>
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<td>UTS 110</td>
<td>Secondary Teacher Education Preparation: STEP 2</td>
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<td>Student Teaching Seminar</td>
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<td>EDC 651S</td>
<td>Secondary School Teaching Practicum</td>
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<tr>
<td>EDC 365C</td>
<td>Knowing and Learning in Math and Science</td>
</tr>
<tr>
<td>EDC 365D</td>
<td>Classroom Interactions</td>
</tr>
<tr>
<td>EDC 365E</td>
<td>Project-Based Instruction</td>
</tr>
</tbody>
</table>

Supporting Courses

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>One of the following: 3</td>
<td></td>
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<tr>
<td>BIO 337</td>
<td>Selected Topics in Biology (Topic 2: Research Methods: UTeach)</td>
</tr>
<tr>
<td>CH 368</td>
<td>Advanced Topics in Chemistry (Topic 1: Research Methods: UTeach)</td>
</tr>
<tr>
<td>PHY 341</td>
<td>Selected Topics in Physics (Topic 7: Research Methods: UTeach)</td>
</tr>
<tr>
<td>One of the following: 3</td>
<td></td>
</tr>
<tr>
<td>HIS 329U</td>
<td>Perspectives on Science and Mathematics</td>
</tr>
<tr>
<td>PHL 329U</td>
<td>Perspectives on Science and Mathematics</td>
</tr>
</tbody>
</table>

Interested undergraduate students are encouraged to start the program at any time during their undergraduate careers. Students must be considering a teaching career in secondary science, computer science, mathematics, and/or engineering, and must meet grade point average requirements. Students interested in the Accelerate track are encouraged to make an advising appointment by calling 512-232-2770 to review eligibility requirements. Students interested in teaching earlier grades should consult the College of Education. See Preparation for Teacher Certification (p. 16) for additional information.

Bachelor of Arts, Plan I

The requirements for the Bachelor of Arts under Plan I are designed to give each student flexibility in the selection of courses to meet individual needs.

A total of 120 semester hours is required. 36 hours must be in upper-division courses. At least 60 hours, including 21 hours of upper-division coursework, must be completed in residence at the University; at least 24 of the last 30 hours must be completed in residence at the University. Provided residence rules are met, credit may be earned by examination, by extension, by correspondence (up to 30 percent of the hours required for the degree), or, with the approval of the dean, by work transferred from another institution. Up to 16 semester hours of classroom and/or correspondence coursework may be taken on the pass/fail basis; this coursework may be counted only as electives.

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisers.
Courses in the major and additional coursework may also be used to fulfill prescribed work requirements unless expressly prohibited. A course in one prescribed work area may not also be used to fulfill the requirements of another prescribed work area; the only exception to this rule is that a course that fulfills one requirement may also be used to fulfill a flag requirement. Courses that fulfill these flag requirements will be identified in the Course Schedule by the appropriate flags.

The student must fulfill both the University General Requirements (p. 19) for graduation and the Requirements of the College of Natural Sciences (p. 250). University graduation requirements include a grade point average of at least 2.00 in all courses taken at the University (including credit by examination, correspondence, and extension) for which a grade or symbol other than Q, W, X, or CR is recorded; for the Bachelor of Arts, Plan I, the student must also earn a grade point average of at least 2.00 in courses taken at the University and counted toward the major requirement. The student should also refer to the description of his or her major in the section “Majors and Additional Coursework” below, since some majors include higher minimum scholastic requirements.

More information about grades and the grade point average is given in the General Information Catalog.

Prescribed Work

1. Writing: Two courses beyond RHE 306 or the equivalent that carry a writing flag. One of these courses must be upper-division. Courses with a writing flag are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified.

2. Foreign language: Proficiency in a language other than English is required. The foreign language requirement is the attainment of an intermediate level of competency as determined by the completion of any one of the following options:
   a. Certified proficiency on a placement or credit-by-examination test;
   b. A passing grade in a language course listed in the College of Liberal Arts section (p. 205);
   c. Students who wish to meet the requirement with proficiency in a language not listed in the table found in the College of Liberal Arts section above should contact the Texas Language Center.

3. Social science: Three semester hours chosen from a list of approved courses, in addition to the course used to fulfill the social and behavioral sciences requirement of the core curriculum. The course(s) must be in a field of study taught in the College of Liberal Arts and must be in a different field of study from the course used to fulfill the social and behavioral sciences requirement of the core.

Courses on the approved list are primarily in anthropology, economics, geography, linguistics, psychology, and sociology, but not every course in these fields is approved. Courses that are approved to count toward any core curriculum area other than social and behavioral sciences may not be counted toward this requirement.

The list is available each semester in the Student Division and on the College of Liberal Arts website.

4. Mathematics: Three semester hours in mathematics, excluding M 301, 316K, and 316L.

5. Natural science: Six semester hours in natural sciences, in addition to the courses counted toward the science and technology requirements of the core curriculum. Courses used to fulfill this requirement must be chosen from the fields of study listed below; no more than three hours may be in either the history of science or the philosophy of science.

To satisfy the mathematics and science and technology requirements of the core curriculum and the natural science requirement of the Bachelor of Arts, Plan I, a student may count (1) no more than 12 hours in mathematics, computer science, and statistics and data sciences combined; and (2) no more than nine hours in any single field of study.

   a. Astronomy
   b. Biology
   c. Chemistry
   d. Geological sciences
   e. Marine science
   f. Nutrition
   g. Physical science
   h. Physics
   i. Mathematics (excluding M 301), computer science, statistics and data sciences
   j. Other alternative science courses approved by the dean
   k. Approved alternative courses in history of science and philosophy of science

6. Cultural expression, human experience, and thought: Three semester hours chosen from a list of approved courses. The course(s) must be in a field of study taught in the College of Liberal Arts. A course counted toward any requirement of the core curriculum may not also be counted toward this requirement.

A list of approved courses is available each semester in the Student Division and on the College of Liberal Arts website.

Electives

In addition to the core curriculum, prescribed work, and major and additional coursework, the student must complete enough elective coursework to provide the 120 semester hours required for the degree. These 120 hours may include no more than 12 semester hours of bible courses; nine hours of designated coursework in air force science, military science, or naval science; 16 hours completed on the pass/fail basis; 39 hours in any one field of study offered in the College of Liberal Arts or the College of Natural Sciences, unless major requirements state otherwise; and 39 hours in any other single college or school of the University.

Majors and Additional Coursework

Major Requirements

The Bachelor of Arts, Plan I, requires the completion of all requirements for one major.

The number of semester hours required in the major varies with the field selected. Unless the requirements of the major state otherwise, a major consists of at least 24 but no more than 39 semester hours, with at least 15 hours in upper-division courses. Of these 15 hours, six must be completed in residence. At least 18 hours of coursework in the major, including six hours of upper-division coursework, must be completed in residence at the University.

Additional Coursework

Students in most majors must also fulfill the requirements of additional coursework. The requirements of the additional coursework are
established by the major department and are given with the major requirements. Additional restrictions may be imposed by the academic department(s) in which the student takes the courses used to fulfill the requirements of the additional coursework; before planning to use a course to fulfill the additional coursework requirement, the student should consult the department that offers the course.

Astronomy

Major

The following coursework is required:

1. phy 301 and 101L
2. Physics 316 and 116L (Prerequisites: PHY 301 and 101L)
3. Physics 315 and 115L (Prerequisites: Physics 316 and 116L)
4. Nine semester hours of upper-division coursework in astronomy, including at least two of the following courses: Astronomy 352K, 352L, 353, 358, 364P.
5. Six additional upper-division hours in astronomy and/or physics

Additional Coursework

Completion of the following:

1. Six hours of coursework (other than astronomy, lower-division physics, lower-division mathematics, and Mathematics 427J or 427K) approved by the undergraduate adviser;
2. Six additional hours of upper-division physics, or six hours of upper-division coursework approved by the undergraduate advisor.

Students must earn a grade of at least C in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00.

All astronomy majors should consult the astronomy undergraduate adviser regularly about the choice of appropriate courses in both the major and the additional coursework. Qualified students are encouraged to carry out a supervised research project by taking a conference course, such as Astronomy 375 or 379H. No more than six of the hours counted toward the major requirement may be earned in conference courses.

Chemistry

Major

1. ch 301 or 301H
2. ch 302 or 302H
3. ch 204 or 317
4. One of the following sequences:
   a. Chemistry 220C, 320M, 320N; or
   b. Chemistry 128K, 128L, 328M, and 328N
5. Chemistry 353
6. Chemistry 153K
7. Chemistry 354 or 354L
8. Chemistry 154K
9. Chemistry 456
10. Chemistry 376K

Additional Coursework

1. Mathematics 408C and 408D, or Mathematics 408N, 408S, and 408M
2. Eight semester hours of physics chosen from one of the following sequences:
   a. Physics 303K, 103M, 303L, and 103N
   b. PHY 301, 101L, 316, and 116L
   c. Physics 317K, 117M, 317L, and 117N
3. Completion of one of the following sequences:
   a. Twelve semester hours of majors-level coursework in biology, mathematics, or physics. Mathematics in requirement one or physics in requirement two may count toward the 12-hour total
   b. Computer Science 303E, 313E, and six hours chosen from Computer Science 323E, 324E, 326E, 327E, and 329E. Students choosing this option may simultaneously fulfill some of the requirements of the Elements of Computing Certificate
   c. With written consent of the department chair and approval of the dean, 12 semester hours in a field of study outside the College of Natural Sciences

Students must earn a grade of at least C in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00.

Computer Science

An undergraduate may not enroll in any computer science course more than once without written consent of an undergraduate adviser in computer science. No student may enroll in any computer science course more than twice. No student may take more than three upper-division computer science courses in a semester without written consent of an undergraduate adviser in computer science. All transfer coursework must be approved by faculty before it can count towards a computer science degree, except where equivalency is specified by state regulation.

Major

The following courses in computer science:

1. Theory: Computer Science 311 or 311H*, 331, or 331H*, and three additional hours from an approved list available in the department;
2. Programming: Computer Science 312, 314 or 314H*, and three additional hours from an approved list available in the department;
3. Systems: Computer Science 429 or 429H*, 439 or 439H*, and three additional hours from an approved list available in the department;
4. Twelve additional hours of upper-division courses in computer science.

Computer Science 370 may be counted toward the degree only once.

Additional Coursework:

Completion of the following:

1. Mathematics 408C or 408N and 408S;
2. Mathematics 340L or Statistics and Data Sciences 329C.
   Mathematics 341 may substitute for 340L;

Students must earn a grade of at least C in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00.

Enrollment in Computer Science 311 or 311H*, 312, and 314 or 314H*, is restricted to computer science entry-level majors. All other computer science courses that may be counted toward a degree in computer science are restricted to students who have been admitted to the
Students must earn a grade of at least C in each mathematics and science course required for the degree, and a University grade point average of at least 2.00. The student must complete the following:

1. One of the following sequences:
   a. Mathematics 408C* and 408D
   b. Mathematics 408N and 408S
   c. Mathematics 408K and 408L

   *Mathematics 408N and 408S, or 408K and 408L, may substitute for 408C;

2. Mathematics 340L or 341;
3. One course chosen from: Mathematics 325K or 328K, 343K, or 373K;
4. Mathematics 361K or 365C;
5. Mathematics 362K;
7. Nine additional hours of upper-division mathematics.

**Major: Options in Mathematics for Middle Grades and Secondary School Teaching:**

At least 24 semester hours of upper-division coursework in mathematics. Students must earn a grade of at least C in each mathematics and science course required for the degree, and a grade point average of at least 2.00 in these courses of at least 2.00.

The teaching options are designed to give the students the mathematical background appropriate for teaching middle grades and secondary school mathematics, but students must meet additional requirements, including grade point average requirements, to obtain certification. Lists of the combined requirements of the UTeach-Natural Sciences certification programs and these options are available from the UTeach-Natural Sciences academic advisor and in the Undergraduate Catalog.

All students must complete the following:

1. One of the following sequences:
   a. Mathematics 408C* and 408D
   b. Mathematics 408N and 408S
   c. Mathematics 408K and 408L

   *Mathematics 408N and 408S, or 408K and 408L, may substitute for 408C

2. Mathematics 340L or 341
3. Mathematics 315C, 333L, 358K, 362K, and either 325K or 328K
4. Mathematics 375D
5. Mathematics 361K or 365C
6. Mathematics 343K or 373K

Students pursuing teacher certification through the UTeach-Natural Sciences program must also complete the following:

7. Biology 337 (Topic 2: Research Methods: UTeach), Chemistry 368 (Topic 2: Research Methods—UTeach), or Physics 341 (Topic 7: Research Methods—UTeach)
8. History 329U or Philosophy 329U;
9. 18 semester hours of professional development coursework consisting of:
   a. Curriculum and Instruction 651S
   b. Curriculum and Instruction 365C or UTeach-Natural Sciences 350
   c. Curriculum and Instruction 365D or UTeach-Natural Sciences 355
   d. Curriculum and Instruction 365E or UTeach-Natural Sciences 360
   e. UTS 101, 110, and 170;
10. For students seeking middle grades certification, the following courses: Educational Psychology 350G, or PSY 301 and PSY 304; and Curriculum and Instruction 339E

To graduate and be recommended for certification, students who follow the teaching option must have a University grade point average of at least 2.50. They must earn a grade of at least C in the supporting course in requirement eight and in each of the professional development courses listed in requirement nine and must pass the final teaching portfolio review; those seeking middle grades certification must also earn a grade of at least C in each of the courses listed in requirement 10. For information about the portfolio review and additional teacher certification requirements, students should consult the UTeach-Natural Sciences academic advisor.

**Physics**

**Major**

PHY 301, 101L, 316, 116L, 315, 115L, 355, and at least 15 semester hours of upper-division coursework in physics, including Physics 336K, 352K, and 353L

**Additional Coursework**

Completion of the following:

1. CH 301 or 301H, CH 302 or 302H, and CH 204
2. One of the following courses containing differential equations: Mathematics 427K, 427J, and 372K
3. Nine additional hours of mathematics, including three upper-division hours
4. Six hours of majors-level coursework, including three upper-division hours in one of the following: biology, chemistry, philosophy, psychology; or in courses offered in the College of Education or the Cockrell School of Engineering; courses used to fulfill specific degree requirements other than flag requirements may not also be used to fulfill this requirement.
Students must earn a grade of at least C- in each mathematics and science course required for the degree, and a University grade point average in these courses of at least 2.00.

**Bachelor of Science and Arts**

The requirements for the bachelor of science and arts degree are designed to give each student an opportunity to combine a core mathematics or science experience with an interdisciplinary curriculum which complements his or her major. Students pursuing the Bachelor of Science and Arts will major in a discipline within the College of Natural Sciences and complete one of the following: a transcript-recognized minor, transcript-recognized certificate, or 15 hours in a single field of study. This will allow the student to explore applications of his or her major in the broader society, allow the student to see the impacts of the sciences in other fields of study, and develop a complementary expertise, which supports multidisciplinary study.

All students pursuing an undergraduate degree must complete the University’s Core Curriculum (p. 23). The prescribed work requirements for the Bachelor of Science and Arts consist of the University’s Core Curriculum, college flag requirements, language, arts, and culture requirement, major requirements, additional requirement, and electives.

In the process of fulfilling the core curriculum and other degree requirements, all students must complete courses with content in the following areas:

1. **Core curriculum**
2. **Skills and experience flags:**
   - Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   - Quantitative reasoning: one flagged course
   - Global cultures: one flagged course
   - Cultural diversity in the United States: one flagged course
   - Ethics: one flagged course
   - Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

Students may earn an honors major in their fields of study upon graduation by completing the following requirements:

1. Good standing in the Health Science Scholars Program or the Polymathic Scholars Program;
2. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor;
3. Six hours of coursework in the major must be at the honors-level;
4. Natural Sciences 371;
5. A University grade point average of at least 3.50.

**Prescribed Work Common to All Majors**

1. **Language, Arts, and Culture Requirement:** Twelve hours selected from at least two of the following four areas:
   - **Fine arts:** courses chosen from design, ensemble, fine arts, music, studio art, performance, visual art studies, art history, and theatre and dance
   - **Humanities:** courses chosen from American studies, ancient history and classical civilization, classical civilization, comparative literature, creative writing, English, humanities, philosophy, religious studies, and rhetoric and writing
   - **Social and behavioral sciences:** courses chosen from anthropology, economics, geography, government, history, linguistics, psychology, and sociology
   - **Foreign language and culture:** foreign language courses or culture courses chosen from an approved list available in the college advising centers. Students who elect to pursue a foreign language must complete a beginning level competency. Students who complete intermediate or advanced level foreign language courses rather than courses equivalent to beginning level competency may count only one intermediate or advanced course toward the language, arts, and culture requirement

A maximum of six semester hours earned through credit by examination may count toward the language arts and culture requirement.

2. **Major Requirements:** The specific courses required for the major vary with the major selected and are described in the links to the right. Unless the requirements of the major state otherwise, a major consists of at least 36 but no more than 55 semester hours. The major consists of the mathematics, primary science, and secondary science requirements.

3. **Additional Requirement:** The Bachelor of Science and Arts requires the completion of one of the following: transcript-recognized minor, transcript-recognized certificate, or 15 hours in a single field of study. Students who complete a transcript-recognized minor or 15 hours in a single field of study must select a minor or field of study that is outside the College of Natural Sciences, College of Pharmacy, Cockrell School of Engineering, Jackson School of Geosciences, and School of Nursing.

4. **Electives:** Enough additional coursework to make a total of 120 semester hours.

**Special Requirements**

1. Students may not use a course counting toward one area of prescribed work to fulfill the requirements of another area of prescribed work unless expressly permitted as follows:
   - a. Courses counting toward the university core curriculum may also count toward the major requirements, the additional requirement, and electives.
   - b. Courses counting toward the university core curriculum writing flag may also count toward the language, arts, and culture requirement.
   - c. Courses counting toward the college flag requirements may also count toward the university core curriculum, language, arts, and culture requirement, major requirements, additional requirement, and electives.
   - d. Per university policy, a minimum of nine hours of the transcript-recognized minor may not be also used to satisfy the major.
   - e. Per university policy, a minimum of one course taken in a transcript-recognized certificate to satisfy the additional requirement may not also count toward the major.

2. Students who seek a transcript-recognized minor or transcript-recognized certificate must meet the minimum grade requirements and grade point average requirements of the program.

3. Students must earn a University grade point average of at least 2.00 in all courses taken at the University (including credit by examination, correspondence, and extension), a grade of at least C- in each mathematics and science course counted toward the major, and a grade point average of at least 2.00 in the courses fulfilling the major.
4. Students must complete a minimum of 60 hours in residence at the University, including at least 18 hours of the major. The 18 hours of the major in residence must include at least nine hours of advanced coursework.

**Astronomy**

**Major**

1. Mathematics:
   a. Mathematics 408C and 408D
   b. Mathematics 427K or 427J

2. Primary science:
   a. PHY 301, 101L, 315, 115L, 316, and 116L
   b. Two courses chosen from the following: Astronomy 352K, 353, and 358
   c. Six additional upper-division semester hours in astronomy and physics

3. Secondary science:
   Twelve additional semester hours of majors-level coursework from one or more of the following areas. It is recommended that students select three of the 12 hours to also fulfill the Natural Science and Technology Part II core curriculum requirement
   a. Biology
   b. Chemistry
   c. Computer Science
   d. Geological Sciences
   e. Mathematics
   f. Statistics and Data Sciences

**Biochemistry**

**Major**

1. Mathematics:
   a. Mathematics 408C, 408R, or 408N and 408S
   b. Statistics and Data Sciences 328M

2. Primary science:
   a. CH 301 or 301H, CH 302 or 302H, and CH 204
   b. Chemistry 320M, and 353M or 455
   c. Biochemistry 339F and 369L
   d. Two courses chosen from the following: Biochemistry 339J, 339M, 339N, and 370

3. Secondary science:
   a. Biology 311C, 311D and 325, or Biology 315H and 325H
   b. Biology 344
   c. One of the following physics sequences:
      i. Physics 317K, 317L, 317L, and 317N (recommended)
      ii. PHY 301, 101L, 316, and 116L
      iii. Physics 303K, 103M, 303L, and 103N

**Biology**

**Major**

1. Mathematics:
   a. Mathematics 408C, 408R, or 408N and 408S. Students who intend to take additional calculus coursework should begin the sequence with 408C or 408N
   b. Statistics and Data Sciences 328M

2. Primary science:
   a. Biology 206L, 208L, or 226L; 311C, 311D, and 325, or 315H and 325H
   b. One of the following: Biology 320 or 344
   c. Biology 370
   d. Complete one course from each of the following:

3. Secondary science:
   a. ch 301 or 301H, ch 302 or 302H, and ch 204
   b. Complete one of the following:
      i. Physics 302K and 102M (recommended)
      ii. Physics 317K and 117M
      iii. Physics 303K and 103M
      iv. PHY 301 and 101L

**Chemistry**

**Major**

1. Mathematics:
   a. Mathematics 408C and 408D, or 408N and 408S

2. Primary science:
   a. ch 301 or 301H, ch 302 or 302H, and ch 204
   b. Chemistry 320M, 320N and 220C, or 328M, 328N, 128K and 128L
   c. Chemistry 353 or 353M, and 153K
   d. Chemistry 431; 455 or 456; and Biochemistry 369

3. Secondary science: One of the following physics sequences:
   a. phy 301, 101L, 316, and 116L
   b. Physics 303K, 103M, 303L, and 103N
   c. Physics 317K, 117M, 317L, and 117N

**Computer Science**

**Major**

1. Mathematics:
   a. Mathematics 408C or 408N and 408S
   b. Mathematics 340L or Statistics and Data Sciences 329C. Mathematics 341 may substitute for 340L.
   c. Statistics and Data Sciences 321. Mathematics 362K may substitute for this requirement.

2. Primary science:
   a. Theory: Computer Science 311 or 311H, and 331 or 331H
   b. Programming: Computer Science 312 and 314 or 314H
   c. Systems: Computer Science 429 or 429H, and 439 or 439H
human ecology

major

1. mathematics:
   a. SDS 302
   b. Mathematics 408C, 408N, 408R, or Statistics and Data Sciences 332

2. primary science: School of Human Ecology coursework, including:
   a. Public Health 317
   b. one of the following: HDF 304, 304H, 313 and 113L, or 313H and 113L
   c. NTR 306, 312, or 312H
   d. TXA 303 or TXA 205 and 105L
   e. fifteen semester hours of upper-division chosen from Human Development and Family Sciences, Human Ecology, Nutrition, Public Health, and Textiles and Apparel

3. secondary science:
   a. ch 301 or 301H
   b. Biology 311C
   c. one of the following: Biology 311D, Ch 302, or 302H

mathematics

major

1. mathematics:
   a. Mathematics 408C and 408D

2. primary science:
   a. Mathematics 341
   b. Mathematics 328K, 343K, or 373K
   c. Mathematics 362K
   d. Mathematics 361K or 365C
   e. twelve additional semester hours of approved upper-division mathematics

3. secondary science:
   a. Six semester hours of majors-level coursework chosen from a single field of study: astronomy, biology, chemistry, geological sciences, marine science, or physics. It is recommended that students select courses that will also fulfill the Natural Science and Technology Part I core curriculum requirement.
   b. three semester hours of majors-level coursework chosen from a different field of study: astronomy, biology, chemistry, computer science, geological sciences, marine science, or physics. It is recommended that students select a course that will also fulfill the Natural Science and Technology Part II core curriculum requirement.
   c. one of the following: Biology 311D, CH 302, or 302H

neuroscience

major

1. mathematics:
   a. Mathematics 408C or 408S

2. primary science:
   a. Biology 206L and one of the following sequences:
      i. Biology 311C, 311D, 325
      ii. Biology 315H and 325H
   b. Neuroscience 330
   c. Neuroscience 335
Nutrition

Major

1. Mathematics:
   a. SDS 302, SDS 304, SDS 306, 325H, or 328M
   b. Mathematics 408C or 408N or Statistics and Data Sciences 332

2. Primary science:
   a. One of the following sequences:
      i. Nutrition 312 and 112L, 315, 326, and 126L
      ii. Nutrition 312H, 312R, and 315
   b. One of the following sequences:
      i. NTR 307 and 107L
      ii. Nutrition 218 and 118L
   c. Twelve additional semester hours of nutrition, including nine semester hours of upper-division coursework.

3. Secondary science:
   a. ch 301 or 301H, ch 302 or 302H, and ch 204
   b. One of the following physics sequences:
      i. Physics 317K, 117M, 317L, 117N
      ii. Physics 303K, 103M, 303L, 103N
      iii. PHY 301, 101L, 316, 116L

Physics

Major

1. Mathematics:
   a. Mathematics 408C, 408D, 427K or 427J, and 427L

2. Primary science:
   a. phy 301, 101L, 315, 115L, 316, and 116L
   b. Physics 336K, 352K, 355, and 369, or 353L, 355, and 369
   c. One course chosen from the following: Mathematics 340L; and Physics 329, 333, 345, 353L, 362K, 362L, 474, 375S, 375R, or 375P

3. Secondary science:
   a. Three semester hours of majors-level coursework chosen from: astronomy, biology, chemistry, computer science, and geological sciences. It is recommended that students select a course that will also fulfill the Natural Science and Technology Part II core curriculum requirement.

Bachelor of Science in Astronomy

Astronomy tells us about the place of humankind in the universe: how Earth was created, how the Sun was formed, how galaxies form and evolve. It tells us where the universe is going and where it came from. Astronomers address these questions at a fundamental level. Their goal is to determine the basic and controlling properties of the universe and to transmit that knowledge to society. The Bachelor of Science in Astronomy is designed to give students an understanding of the universe and to prepare them to participate in the advancement of this exciting search.

Two Options are available: Astronomy and Astronomy Honors. Students who plan to follow Option II, Astronomy Honors, must be admitted to the Dean’s Scholars Honors Program (p. 246).

Prescribed Work Common to all Options

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skill and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisers.

3. One of the following foreign language/culture choices: (Students in Option II are exempt from this requirement)
   a. Beginning level proficiency coursework, or the equivalent, in a foreign language
   b. First course in a foreign language and a three-semester-hour course in the culture of the same language area
   c. Two three-semester-hour courses in one foreign culture area chosen from an approved list available in the dean’s office and the college advising centers

4. At least 36 semester hours of upper-division coursework
5. At least 21 hours of upper-division coursework, including at least 12 semester hours in physics and astronomy, must be completed in residence at the University

Additional Prescribed Work for Each Option

Option I: Astronomy

6. Six semester hours in biology, chemistry, computer science, and/or geological sciences; CH 301 or 301H and the courses in the Elements of Computing Certificate Program may be counted toward this requirement; any other course to be counted must meet major requirements in the department that offers it.
7. Mathematics 408C and 408D, or the equivalent; and 427J or 427K, 427L, and any three hours of upper-division math.
9. AST 307, 352K, or 364P, 353, 365 or 376C, 375 or 376R, and three additional hours of upper-division astronomy.
10. Six additional semester hours of upper-division coursework in physics and/or astronomy and/or math.
11. Enough additional coursework to make a total of 123 semester hours

Option II: Astronomy Honors

6. Breadth requirement: An honors mathematics course, Chemistry 301H, and nine additional hours of coursework chosen from honors
courses in the college; credit earned by examination may not be counted toward this requirement.
7. PHY 301, 101L, 315, 115L, 316, and 116L
8. Twelve semester hours of upper-division coursework in astronomy approved by the departmental honors adviser
9. Eighteen semester hours of upper-division coursework in physics approved by the departmental honors adviser
10. Three additional semester hours of upper-division coursework in astronomy or physics
11. A section of UGS 302 or UGS 303 that is approved by the departmental honors adviser
12. A section of Rhetoric and Writing 309S that is restricted to students in the Dean's Scholars Honors Program
13. Astronomy 379H and either a three-semester-hour upper-division research course approved by the departmental honors adviser or a second section of Astronomy 379H
14. Sixteen additional hours of coursework approved by the departmental honors adviser
15. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts
16. Enough additional coursework to make a total of 120 semester hours

Special Requirements
Students in both Options must fulfill both the University’s General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C in each mathematics and science course required for the degree, and a University grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate under Option II, students must remain in good standing in the Dean’s Scholars Honors Program, must submit an honors thesis approved by the departmental honors adviser, and present their research in an approved public forum, such as the college’s annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu.

Bachelor of Science in Biochemistry
The degree of Bachelor of Science in Biochemistry is intended to prepare students for professional careers as biochemists, either upon graduation or after graduate study in biochemistry or related fields. In addition, it may serve as the basis for work in biotechnology, computational biology, biomaterials, forensics, biomedical research, pharmacetics, patent law, biotechnology/biomedical business, or environmental science. The Honors Option is intended to prepare students for academic or research careers.

Students who plan to follow Option III, Biochemistry Honors, must be admitted to the Dean's Scholars Honors Program (p. 246).

Prescribed Work Common to all Options
In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course

   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

3. At least 36 semester hours of upper-division coursework
4. At least 21 semester hours of upper-division coursework, including at least 12 semester hours of upper-division coursework in chemistry, must be completed in residence at the University

Additional Prescribed Work for Each Option
Option I: Biochemistry
5. Mathematics 408C and 408D, or 408N, 408S, and 408M
6. Biostatistics: Statistics and Data Sciences 328M
7. One of the following sequences:
   b. Physics 303K, 103M, 303L, and 103N; or
   c. PHY 301, 101L, 316, and 116L
8. The following chemistry courses:
   a. General chemistry: CH 301 or 301H, CH 302 or 320H, and CH 204 or 317
   b. Organic chemistry: Chemistry 320M
   c. Biochemistry: Biochemistry 339F and 369L, and two additional courses chosen from Biochemistry 399J, 399M, and 370
   d. Physical chemistry: Chemistry 353 or 353M
   e. Analytical chemistry: Chemistry 455
9. One of the following sequences:
   a. Biology 311C, 311D, and 325; or
   b. Biology 315H and 325H
10. Biology 344
11. Completion of one of the following:
    a. Eighteen additional semester hours of upper-division biochemistry, biology, chemistry, and neuroscience; or
    b. A transcript-recognized certificate or a transcript-recognized minor
12. Enough additional coursework to make a total of 120 semester hours

Option III: Biochemistry Honors
5. Breadth requirement: An honors mathematics course, Biology 315H and 325H, Chemistry 301 H and 302H, and three additional semester hours of coursework chosen from honors courses in the college. Credit earned by examination may not be counted toward this requirement.
6. The following chemistry courses:
   a. General chemistry: CH 204 or 317
   b. Organic chemistry: Chemistry 128K, 128L, 328M, and 328N; or 220C, 320M, and 320N
   c. Biochemistry: Biochemistry 339F and 369L, and two additional courses chosen from Chemistry 399J, 399M, 399N, and 370
   d. Physical chemistry: Chemistry 353 or 353M
   e. Analytical chemistry: Chemistry 455
7. Biology 344
8. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor
9. A section of Rhetoric and Writing 309S that is restricted to students in the Dean's Scholars Honors Program
10. Chemistry 379H or Biochemistry 379H and either a three-semester-hour upper-division research course approved by the departmental honors advisor or a second section of Chemistry 379H or Biochemistry 379H
11. Twenty-four additional semester hours of coursework approved by the departmental honors advisor.
12. Six semester hours of coursework from in the College of Liberal Arts and/or the College of Fine Arts.
13. Enough additional coursework to make a total of 120 semester hours.

Special Requirements
Students in all Options must fulfill both the University’s General Requirements for graduation and the college requirements. They must also earn a grade of at least C in each mathematics and science course required for the degree, and a University grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate under Option III, students must remain in good standing in the Dean’s Scholars Honors Program, must submit an honors thesis approved by the departmental honors advisor and present their research in an approved public forum, such as the college’s annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu.

Order and Choice of Work
The student must consult the undergraduate advisor each semester regarding order and choice of work.

Bachelor of Science in Biology
The Bachelor of Science in Biology degree program offers 11 Options. The Options have certain prescribed work in common, and each Option has additional requirements. Many fields in the study of biological systems require broadly based training that transcends the classical boundaries of biology. In planning a program of work to meet his or her degree requirements, a student interested in specializing in these interdisciplinary areas should choose courses both in biology and in sciences that complement biology.

Students who plan to follow Option IX, Biology Honors, must be admitted to the Dean’s Scholars Honors Program.

Prescribed Work Common to All Options
In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

3. Courses common to all Bachelor of Science in Biology degree Options except for Option IX.
   a. Mathematics 408C, 408R, or 408N and 408S. Students who intend to take additional calculus coursework should begin the sequence with 408C or 408N
   b. Statistics and Data Sciences 328M
   c. CH 301 or 301H, CH 302 or 302H, and CH 204
   d. One of the following sequences:
      i. Physics 317K, 117M, 317L, and 117N (recommended)
      ii. PHY 301, 101L, 316, and 116L
      iii. Physics 303K, 103M, 303L, and 103N
      iv. Physics 302K, 102M, 302L, and 102N
   e. Biology, including:
      i. Biology 311C, 311D, and 325, or 315H and 325H.
      ii. Biology 206L, 208L, or 226L. This requirement must be completed prior to progressing to additional laboratory requirement in the degree options. Students pursuing Option III, Marine and Freshwater Science, and Option IV, Microbiology and Infectious Diseases, must complete Biology 226L. Students pursuing Option VIII, Teaching, must complete either Biology 206L or 208L.
      iii. Biology 370

4. All students must complete at least 36 semester hours of upper-division coursework; at least 21 semester hours of upper-division coursework in biology must be completed in residence at the University.

Additional Prescribed Work for Each Option
Option I: Ecology, Evolution, and Behavior
5. One course or pair of courses in each of the following areas:
   a. Ecology: Biology 357, 373, or Marine Science 320 and 120L
   b. Behavior and comparative physiology: Biology 322 and 122L, 359K, or 361T

6. Three additional courses or pair of courses chosen from coursework in 5a through 5c and from Biology 438L, 471G, 456L, 359R, 364, 373L, 374 and 174L, 375, 478L, Marine Science 352C, and 354Q


8. One laboratory course or pair of courses containing a substantial field component: Biology 321L, 340L, 353F, 453L, 354L, 455L, 456L, 369L, 373L, Marine Science 320 and 120L, 352C, 352D, 354, 354C, 354E. A laboratory course or pair of courses may also count toward requirements 5 through 7

Option II: Human Biology

5. Chemistry 320M, 320N, 220C
6. Biochemistry 369 or 339F
7. Biology 346
10. Three hours from ecology, environment, and health: Biology 326R, 327D, 329, 330, 361, 364, NTR 306 or 312
11. Four hours from physiology and anatomy: Biology 446L, 465S and 165U, 478L
13. Enough additional coursework to make a total of 120 semester hours

Option III: Marine Science

5. Chemistry 320M
6. Biology 326R and 373
7. MNS 101, 310, 320, and 120L

9. Enough additional coursework to make a total of 120 semester hours

Option IV: Microbiology and Infectious Diseases

5. Biochemistry 369 or 339F, and Chemistry 320M
7. Two upper-division biology laboratory courses chosen from: Biology 230L, 250L, and 361L. Biology 377, 377-FRI, 379H may be used for one of the laboratory courses if approved in advance by the microbiology faculty advisor.
8. Fifteen additional hours in upper-division biochemistry, biology, and chemistry
9. Enough additional coursework to make a total of 120 semester hours

Option V: Cell and Molecular Biology

5. Biochemistry 369 or 339F, and Chemistry 320M
6. Biochemistry 326R, 349, and 344 or 350M
7. Two laboratory courses chosen from: Biology 320L, 325L, 331L, 349L
8. One additional upper-division laboratory course in biology. Biology 377, 377-FRI, 379H may be used if approved in advance by the cell and molecular biology faculty advisor.
9. Eighteen additional hours in upper-division biochemistry, biology, and chemistry
10. Enough additional coursework to make a total of 120 semester hours

Option VII: Plant Biology

5. Biology 328, 373, and 322 and 122L, 324 and 124L, or 463L
6. Two additional upper-division laboratory courses, Biology 377, 377-FRI, 379H may be used for one of the laboratory courses if approved in advance by the plant biology faculty advisor.
7. One of the following sequences:
   b. Plant environmental biology: Biology 357, 374, and 375
8. Eighteen additional hours in upper-division biochemistry, biology, chemistry, and marine science
9. Enough additional coursework to make a total of 120 semester hours

Option VIII: Teaching

This Option is designed to fulfill the course requirements for certification as a middle grades or secondary school science teacher in Texas; the student chooses either composite science certification with biology as the primary teaching field or life science certification. However, completion of the course requirements does not guarantee the student's certification. Information about additional certification requirements is available from the UTeach-Natural Sciences academic advisor.

5. Chemistry 320M, 320N, and 220C or 320M and Biochemistry 369
6. Biology courses:
   a. Biology 320, 226L, 326R, and either 324 and 124L, 322 and 122L, or 328 and 128L
   b. At least three semester hours chosen from the following courses in physiology, neurobiology, and behavior: Biology 438L, 359K, 359R, 361T, 365S, 367C
   c. At least three semester hours chosen from: Biology 340L, 448L, 453L, 455L, 456L, 463L, 364, 369L, 373, Marine Science 352D, 354, 354C
7. One of the following research methods courses: Biology 328D, 337 (Topic 2: Research Methods: UTeach), Chemistry 368 (Topic 1: Research Methods: UTeach), Physics 341 (Topic 7: Research Methods: UTeach)
8. History 329U or Philosophy 329U
9. One of the following:
   a. For composite science certification: Biochemistry 369 (to be counted as upper-division biology hours) and six semester hours of coursework in geological sciences. Courses intended for non-science majors may not be counted toward this requirement. The remaining composite certification content requirements are met by the chemistry, physics, and science courses used to fulfill requirements 3c, 3d, 3ei, and 5.
   b. For life science certification: Biology 373, and three additional semester hours of biology chosen from the courses listed in requirement 6b and 6c
10. Eighteen semester hours of professional development coursework consisting of:
   a. Curriculum and Instruction 651S (Topic 4: Secondary School Teaching Practicum: Science)
b. Curriculum and Instruction 365C or UTeach-Natural Sciences 350

c. Curriculum and Instruction 365D or UTeach-Natural Sciences 355

d. Curriculum and Instruction 365E or UTeach-Natural Sciences 360

e. UTS 101, 110, and 170

11. Students seeking middle grades certification must complete the following courses: Educational Psychology 350G, or PSY 301 and PSY 304; and Curriculum and Instruction 339E.

12. Enough additional coursework to make a total of 126 semester hours.

**Option IX: Biology Honors**

5. Breadth requirement: An honors mathematics course; Biology 315H and 325H; Chemistry 301H and 302H; and an additional three-hour honors-designated course from a department in College of Natural Sciences. Credit earned by examination may not be counted toward this requirement.

6. An eight-semester-hour sequence of coursework in physics chosen from the following:
   a. PHY 301, 101L, 316, and 116L;
   b. Physics 317K, 117M, 317L, and 117N; or
   c. Physics 303K, 103M, 303L, and 103N

7. Biology 206L or 208L and CH 204

8. Complete 24 hours chosen from any of the following courses:
   a. Biology 370

9. Three upper-division laboratory courses in biology; Biology 377 or 379H may be used as only one of the three required upper-division laboratory courses. Courses used to fulfill this requirement may also be counted toward requirement 8.

10. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor.

11. A section of Rhetoric and Writing 309S that is restricted to students in the Dean's Scholars Honors Program

12. Two semesters of Biology 379H

13. Fifteen additional semester hours of coursework approved by the departmental honors advisor.

14. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts

15. Enough additional coursework to make a total of 120 semester hours.

**Option X: Computational Biology**

5. Statistics and Data Sciences 329C or Mathematics 340L or 341; Mathematics 362K or Statistics and Data Sciences 321; and Statistics and Data Sciences 348


8. Six hours chosen from any of the following courses:


10. Nine hours of additional upper-division biochemistry, biology, chemistry, marine science, mathematics, physics, and statistics and data sciences.

11. Enough additional coursework to make a total of 120 semester hours.

**Option XI: Biology**


10. Twelve additional hours in upper-division biochemistry, biology, chemistry, marine science, mathematics, statistics and data sciences, physics, and pharmacy.

11. Enough additional coursework to make a total of 120 semester hours.

**Option XII: Genetics and Genomics**

5. Biochemistry 369 or 399F

6. Biology 320, 325T, 349, 344, and 325L

7. Chemistry 320M

8. Three hours from: Biochemistry 339N, Biology 321G, Statistics and Data Sciences 348


10. Biology 320L or 349L
11. Nine additional hours in upper-division biochemistry, biology, chemistry, mathematics, and statistics and data sciences

12. Enough additional coursework to make a total of 120 semester hours

Special Requirements

Students in all Options must fulfill both the University’s General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate and be recommended for certification, students who follow the teaching Option must have a University grade point average of at least 2.50. They must earn a grade of at least C- in the supporting course in requirement 8, and in each of the professional development courses listed in requirement 10 and must pass the final teaching portfolio review; those seeking middle grades certification must also earn a grade of at least C- in each of the courses listed in requirement 11. For information about the portfolio review and additional teacher certification requirements, students should consult the UTeach-Natural Sciences academic advisor.

To graduate under Option IX, students must remain in good standing in the Dean’s Scholars Honors Program, must submit an honors thesis approved by the departmental honors advisor, and present their research in an approved public forum, such as the college’s annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu/.

Order and Choice of Work

Students begin the Bachelor of Science in Biology degree program with six hours of introductory biology for science majors (Biology 311C and 311D), as well as CH 301 or 301H and CH 302 or 302H and Mathematics 408C, 408N, or 408R. Students should consult with academic advisors about specific concentrations within biology, about appropriate courses in mathematics and physical sciences, and about course load and the balance between laboratory and nonlaboratory work. Most students select an Option by the end of the second year and take at least 21 hours of upper-division coursework in the major in the third and fourth years.

Bachelor of Science in Chemistry

Six degree plans lead to the Bachelor of Science in Chemistry. Focus Areas I, II, III, and IV are intended to prepare students for professional careers, either upon graduation or after graduate study in chemistry or related fields. Focus Area V, Teaching, is intended to prepare students to enter the teaching profession. Focus Area VI, Chemistry Honors, is intended to prepare students for academic or research careers. Students who plan to follow Focus Area VI must be admitted to the Dean’s Scholars Honors Program (p. 246).

The six degree plans may also serve as the basis for work in many areas outside pure chemistry, such as materials science, medicine and other health-related fields, pharmacology, patent law, business, computation, or environmental science. Supporting work in mathematics and physics is an integral part of the degree programs. Compared to the program leading to the bachelor of arts degree, the Bachelor of Science in Chemistry degree programs are more thorough and demanding and potentially more rewarding to the student planning a career in chemistry.

Prescribed Work Common to All Focus Areas

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flag from the same course. Students are encouraged to discuss options with their academic advisors.

3. The following courses:
   a. Mathematics 408C and 408D; or 408N, 408S, and 408M; 427J
   b. SDS 302
   c. One of the following sequences:
      i. PHY 301, 101L, 316, and 116L
      ii. Physics 303K, 103M, 303L, and 103N
   d. General chemistry: CH 301 or 301H, CH 302 or 302H, and 317
   e. Organic chemistry: Chemistry 128K, 128L, 328M, and 328N; or 220C, 320M, and 320N
   f. Chemical data analysis: Chemistry 352D
   g. Physical chemistry: Chemistry 353 or 353M, 153K, and 354
4. Thirty-six semester hours of upper-division coursework.
5. At least 21 semester hours of upper-division coursework, including at least 12 semester hours of upper-division coursework in chemistry, must be completed in residence at the University.

Additional Prescribed Work for Each Focus Area

Focus Area I: Chemical Physics & Instrumentation

6. All of the following:
   a. Biology 311C
   b. Biochemistry 339F and 370
   c. Chemistry 154K, 456, 376K, and 378L

7. Choose four of any of the following courses: Chemistry 368, 369K, 375K, 379H; Chemical Engineering 253K, 253M, 350; Biomedical Engineering 311, 335, 339, 343, 349; Electrical Engineering 313, 347, 351K; Physics 315, 333, 338K, 345; Biochemistry 339N, 364D

8. Enough additional coursework to make a total of 120 hours

Focus Area II: Molecular Theory & Simulation

6. All of the following:
   a. Chemistry 354C, 354M, and 378L
b. Statistics and Data Sciences 322 and 335

7. Choose four of any of the following courses: Chemistry 154K, 367C, 367L, 368, 369K, 375K, and 379H; Mathematics 368K; Physics 333, 345, and 375S; Statistics and Data Sciences 374C

8. Enough additional coursework to make a total of 120 hours

**Focus Area III: Materials Chemistry**

6. All of the following: Chemistry 431, 456, 366C, 367C, and 378L

7. Choose four of any of the following courses: Chemistry 341, 366E, 367L, 368, 369K, 375K, 379H; Chemical Engineering 322, 323, 343; Electrical Engineering 334K, 339, 339S; Engineering Studies 360M; Mechanical Engineering 349; Petroleum and Geosystems Engineering 326, 421K, 427

8. Enough additional coursework to make a total of 120 hours

**Focus Area IV: Synthesis & Chemical Biology**

6. All of the following:
   a. Biology 311C and 311D
   b. Biochemistry 339F
   c. Chemistry 431, 456, 376K, and 378L


8. Enough additional coursework to make a total of 120 hours

**Focus Area V: Teaching**

This focus area is designed to fulfill the course requirements for certification as a middle grade or secondary school science teacher in Texas; the student chooses one of the following areas: composite science certification with chemistry as the primary teaching field; physical sciences certification; or physical science, mathematics, and engineering certification. However, completion of the course requirements does not guarantee the student's certification. Information about additional teacher certification requirements is available from the UTeach-Natural Sciences academic advisor.

6. Chemistry 317

7. Mathematics 408C and 408D, or 408N, 408S, and 408M

8. History 329U or Philosophy 329U

9. One of the following sequences:
   a. For students seeking composite science certification: PHY 301, 101L, 316, and 116L; or Physics 303K, 103M, 303L, and 103N; or Physics 317K, 117M, 317L, and 117N. Science 365 and PHY 108 may substitute for Physics 316 and 116L, 317L and 117N, or 303L and 103N. PHY 108 is offered on the pass/fail basis.
   b. For students seeking either physical sciences certification or, mathematics, physical science, and engineering certification: PHY 301, 101L, 316, 116L, 315, and 115L; or 303K, 103M, 303L, 103N, 315, and 115L

10. The requirements of one of the following certification areas:

a. For composite science certification:
   i. Biology 311C and 311D
   ii. Six hours of coursework in geological sciences; courses intended for non-science majors may not be counted toward this requirement
   iii. Enough additional approved coursework in biology, geological sciences, or physics to provide the required 12 hours in a second field
   iv. Chemistry 368 (Topic 1: Research Methods: UTeach) or, with the consent of the UTeach-Natural Sciences academic advisor, an upper-division chemistry course that includes a substantial research component
   v. in place of requirements 3f through 3g of the prescribed work above, the following courses, for a total of at least 34 semester hours of chemistry: Biochemistry 339F or 369; Chemistry 353; and 455 or 456

b. For physical sciences certification:
   i. Mathematics 427J or 427K and 427L
   ii. Chemistry 153K, 354C and 154K
   iii. Chemistry 354 and three hours of upper-division coursework in physics
   iv. Chemistry 368 (Topic 1: Research Methods: UTeach) or, with the consent of the UTeach-Natural Sciences academic advisor, an upper-division chemistry course that includes a substantial research component
   v. In place of requirements 3f through 3g of the prescribed work above, the following courses, for a total of at least 34 semester hours of chemistry: Biochemistry 339F or 369; Chemistry 353, and 455 or 456

c. For mathematics, physical science, and engineering certification:
   i. Mathematics 315C, 375D, 427J or 427K, and 333L
   ii. E S 301; and Mechanical Engineering 377K upon approval of the project by the UTeach Program
   iii. Chemistry 368 (Topic 1: Research Methods: UTeach) or, with the consent of the UTeach-Natural Sciences academic advisor, an upper-division chemistry course that includes a substantial research component
   iv. In place of requirements 3f through 3g of the prescribed work above, the following courses, for a total of at least 30 semester hours in chemistry: Chemistry 353 and 153K, 455, and Biochemistry 369

11. Eighteen semester hours of professional development coursework consisting of:
   a. Curriculum and Instruction 651S (Topic 4: Secondary School Teaching Practicum: Science)
   b. Curriculum and Instruction 365C or UTeach-Natural Sciences 350
   c. Curriculum and Instruction 365D or UTeach-Natural Sciences 355
   d. Curriculum and Instruction 365E or UTeach-Natural Sciences 360
   e. UTS 101, 110, and 170

12. Students seeking middle grades certification must complete the following courses: Educational Psychology 350G or PSY 301 and PSY 304; and Curriculum and Instruction 339E

13. Enough additional coursework, if needed, to make a total of 126 semester hours

**Focus Area VI: Chemistry Honors**

6. Breadth requirement: An honors mathematics course, Chemistry 301H and 302H, PHY 301, 101L, 316, and 116L, and an additional three-hour honors-designated course from a department in the College of
Bachelor of Science in Computer Science

The Bachelor of Science in Computer Science degree program provides a strong technical background for students planning to begin careers upon graduation and for those interested in graduate study in computer science. This program allows students to take more coursework in computer science and related technical areas than does the bachelor of arts degree program.

In addition to the three Options leading to the Bachelor of Science in Computer Science, students may apply to Option IV, the Integrated Program, which leads to simultaneous completion of the Bachelor of Science in Computer Science and the Master of Science in Computer Science, the Master of Science in Information Studies, or the Master of Science in Computational Science, Engineering, and Mathematics. The requirements for the Bachelor of Science in Computer Science, Option IV, are given below. The requirements for the Master of Science in Computer Science, the Master of Science in Information Studies, and the Master of Science in Computational Science, Engineering, and Mathematics are described in the Graduate Catalog.

Students who would like to pursue any of the following Options must first be admitted to the degree program. The admission processes for Options I, II, IV, and VI are described in The Major in Computer Science (p. 242); the admission process for Option III is described in the section Dean's Scholars Honors Program (p. 246).

Prescribed Work Common to All Options

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum

2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

3. Options I, II, and IV: One of the following foreign language/culture choices: (Students in Option III, V, and VI are exempt from this requirement)
   a. Beginning level proficiency coursework, or the equivalent, in a foreign language
   b. First course in a foreign language and a three-semester-hour course in the culture of the same language area
   c. Two three-semester-hour courses in one foreign culture area. The courses must be chosen from an approved list available in the dean's office and the college advising centers

4. At least 42 semester hours of upper-division coursework.

5. At least 21 semester hours of upper-division coursework in computer science must be completed in residence at the University.

Order and Choice of Work

Students begin the Bachelor of Science in Chemistry degree program with eight hours of introductory chemistry for science majors (CH 301, CH 302, and CH 204), as well as Mathematics 408C or 408N. Students should consult with their academic advisors about planning to choose a chemistry degree focus area, appropriate course in mathematics and physical sciences, and about course load and balance between laboratory and lecture courses. Most students will select a degree focus area by the end of the second year and take at least 21 hours of upper-division coursework in the major requirements in the third and fourth years.

i. E S 301; and Mechanical Engineering 377K upon approval of the project by the UTeach Program
Additional Prescribed Work for Each Option

Option I: Computer Science
6. Mathematics 408C and 408D, or 408N, 408S, and 408M; either 340L or 341 or Statistics and Data Sciences 329C; and Mathematics 362K or Statistics and Data Sciences 321

7. One of the following sequences of coursework:
   a. Either Biology 311C and 311D, or Biology 315H and 325H
   b. CH 301 or 301H, and CH 302 or 302H
   c. Physics 303K and 103M, PHY 301 and 101L, or 317K and 117M; and 303L and 103N, 316 and 116L, or 317L and 117N

8. Three additional hours of majors-level coursework chosen from:
   a. a different sequence listed in requirement 7
   b. geological sciences
   c. upper-division mathematics, excluding Mathematics 325K, 340L, 341, and 362K

9. The following courses in computer science:
   a. Theory: Computer Science 311 or 311H, 331 or 331H, and three additional hours from an approved list available in the department
   b. Programming: Computer Science 312, 314 or 314H; and three additional hours from an approved list in the department
   c. Systems: Computer Science 429 or 429H, 439 or 439H, and three additional hours from an approved list available in the department
   d. Fifteen additional hours of upper-division courses in computer science

10. Enough additional coursework to make a total of 120 semester hours.

Option II: Turing Scholars Honors
6. Mathematics 408C

7. One of the following sequences of coursework:
   a. Either Biology 311C and 311D, or Biology 315H and 325H
   b. CH 301 or 301H, and CH 302 or 302H
   c. Physics 303K and 103M, PHY 301 and 101L, or 317K and 117M; and 303L and 103N, 316 and 116L, or 317L and 117N

8. Three additional hours of majors-level coursework chosen from:
   a. a different sequence listed in requirement 7
   b. geological sciences
   c. upper-division mathematics, excluding Mathematics 325K, 340L, 341, and 362K

9. The following courses in computer science:
   a. Theory: Computer Science 311 or 311H, 331 or 331H, and three additional hours from an approved list available in the department
   b. Programming: Computer Science 312, 314 or 314H; and three additional hours from an approved list in the department
   c. Systems: Computer Science 429 or 429H, 439 or 439H, and three additional hours from an approved list available in the department
   d. Computer Science 178H and 379H
   e. Twelve additional hours of upper-division courses in computer science

The courses the student chooses to fulfill requirements a through c must be approved by the Turing Scholars program director. In addition to Computer Science 429H, 178H and 379H, at least five upper-division courses chosen to fulfill requirements a through e must be honors courses. The honors thesis the student completes in Computer Science 379H must be approved by the program director.

Option III: Computer Science Honors
6. Breadth requirement: An honors mathematics course; Computer Science 311H and 314H; one of the following two-semester sequences: Biology 315H and 325H, Chemistry 301H and 302H, PHY 301, 101L, 316, and 116L; and either an additional three hours chosen from these courses or Physics 315 and 115L. Credit earned by examination may not be counted toward this requirement.

7. At least six semester hours of upper-division coursework in mathematics
8. Computer Science 429H, 331H, 439H, and 12 additional hours of upper-division coursework in computer science
9. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor
10. A section of Rhetoric and Writing 309S that is restricted to students in the Dean’s Scholars Honors Program
11. Computer Science 379H and a three-semester-hour upper-division research course approved by the departmental honors advisor
12. Twenty-five additional semester hours of coursework approved by the departmental honors advisor
13. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts
14. Enough additional coursework to make a total of 120 semester hours

Option IV: Integrated Program
6. Mathematics 408C and 408D, or 408N, 408S, and 408M; either 340L or 341 or Statistics and Data Sciences 329C; and Mathematics 362K or Statistics and Data Sciences 321

7. One of the following sequences of coursework:
   a. Either Biology 311C and 311D, or Biology 315H and 325H
   b. CH 301 or 301H, and CH 302 or 302H
   c. Physics 303K and 103M, PHY 301 and 101L, or 317K and 117M; and 303L and 103N, 316 and 116L, or 317L and 117N

8. Three additional hours of majors-level coursework chosen from:
   a. a different sequence listed in requirement 7
   b. geological sciences
   c. upper-division mathematics, excluding Mathematics 325K, 340L, 341, and 362K

9. The following courses in computer science:
   a. Theory: Computer Science 311 or 311H, 331H, 439H, and 12 additional hours of
   b. Programming: Computer Science 312, 314 or 314H; and three additional hours from an approved list in the department
   c. Systems: Computer Science 429 or 429H, 439 or 439H, and three additional hours from an approved list available in the department
   d. Computer Science 178H and 379H
   e. Twelve additional hours of upper-division courses in computer science

The courses the student chooses to fulfill requirements a through c must be approved by the Turing Scholars program director. In addition to Computer Science 429H, 178H and 379H, at least five upper-division courses chosen to fulfill requirements a through e must be honors courses. The honors thesis the student completes in Computer Science 379H must be approved by the program director.

10. Enough additional coursework to make a total of 120 semester hours
b. Programming: Computer Science 312, 314 or 314H, and three additional hours from an approved list available in the department

c. Systems: Computer Science 429 or 429H, 439 or 439H, and three additional hours from an approved list available in the department

d. Nine additional hours of upper-division courses in computer science

10. Enough additional coursework to make a total of 120 semester hours

**Option V: Teaching (Senior grades)**

6. History 329U or Philosophy 329U

7. Mathematics 408C and 408D, or 408N, 408S, and 408M; either 340L or 341 or Statistics and Data Sciences 329C

8. One of the following sequences of coursework:
   a. Biology 311C and 311D
   b. CH 301 or 301H, and CH 302 or 302H
   c. Physics 303K and 103M, PHY 301 and 101L, or 317K and 117M; and 303L and 103N, 316 and 116L, or 317L and 117N

9. The following courses in computer science:
   a. Theory: Computer Science 311 or 311H, 331 or 331H, and three additional hours from an approved list available in the department
   b. Programming: Computer Science 312, 314 or 314H, and three additional hours from an approved list available in the department
   c. Systems: Computer Science 429 or 429H, 439 or 439H, and three additional hours from an approved list available in the department

10. The requirements of one of the following certification areas:
   
      a. For computer science certification:
         i. Mathematics 362K or Statistics and Data Sciences 321
         ii. An additional sequence chosen from the following:
            1. Biology 325 and 337 (Topic 2: Research Methods: UTeach)
            2. At least three hours of upper-division coursework in chemistry approved by the undergraduate advisor; and Chemistry 368 (Topic 1: Research Methods: UTeach)
            3. Physics 315 and 341 (Topic 7: Research Methods: UTeach)
         iii. Fifteen additional hours of approved computer science upper-division coursework

      b. For computer science and mathematics certification:
         ii. Twelve additional hours of approved computer science upper-division coursework.

      c. Theory: Computer Science 311H, 331H
      d. Programming: Computer Science 314H
      e. Systems: Computer Science 429H, 439H
      f. Twelve additional hours of upper-division courses in computer science of which six hours must carry the honors designation.

11. Eighteen semester hours of professional development coursework consisting of:
   
      b. Curriculum and Instruction 365C or UTeach-Natural Sciences 350
      c. Curriculum and Instruction 365D or UTeach-Natural Sciences 355
      d. Curriculum and Instruction 365E or UTeach-Natural Sciences 360
      e. UTS 101, 110, and 170

12. Enough additional coursework to make a total of 127 semester hours

**Option VI: Honors Computer Science and Business**

6. Mathematics 408C and 408D, or 408N, 408S, and 408M; either Mathematics 340L or 341 or Statistics and Data Sciences 329C; and Statistics and Data Sciences 321

7. One of the following sequences of coursework, also fulfills all of part I of the core curriculum science and technology requirement:
   a. Either Biology 311C and 311D, or 315H and 325H
   b. CH 301 or 301H, and CH 302 or 302H
   c. Physics 303K and 103M, PHY 301 and 101L, or 317K and 117M; and 303L and 103N, 316 and 116L, or 317L and 117N

8. Economics 304K and 304L

9. Three semester hours of coursework in anthropology, psychology, educational psychology, or sociology, chosen from approved courses; courses dealing primarily with statistics or data processing may not be used to fulfill this requirement. Social Science 302C, 302D, 302E, and 302F (for Plan II dual majors only) are also accepted. A list of coursework can be found in the Canfield Business Honors academic advising office.

10. The following courses in computer science:
    a. Theory: Computer Science 311H, 331H
    b. Programming: Computer Science 314H
    c. Systems: Computer Science 429H, 439H
    d. Twelve additional hours of upper-division courses in computer science of which six hours must carry the honors designation.

11. Completion of the following business core courses and other business courses in special Honors Program sections:
    a. Accounting 311H (may fulfill the quantitative reasoning flag)
    b. Accounting 312H (may fulfill the quantitative reasoning flag)
    c. Business Administration 101H
    d. Business Administration 151H
    e. Business Administration 353
f. Business Administration 324 or Communication 324H (may fulfill the writing flag)
g. Decision Science 235H
h. Finance 357H
i. Legal Environment of Business 323H
j. Management 101H
k. Management 336H (may fulfill the ethics flag)
l. Management 327H
m. Management 374H (may fulfill the writing and independent inquiry flags)
n. Management Information Systems 301H
o. Marketing 337H
p. Operations Management 235H
q. Statistics 235H (may fulfill the quantitative reasoning flag)

This dual major requires 124 hours for completion of both degrees.

Special Requirements
Students in all Options must fulfill both the University’s general requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate and be recommended for certification students who follow the teaching option must have a University grade point average of at least 2.50. They must earn a grade of at least C- in the supporting course in requirement 6, and in each of the professional development courses listed in requirement 11 and must pass the final teaching portfolio review. For information about the portfolio review and additional teacher certification requirements, students should consult the UTeach-Natural Sciences academic advisor.

Enrollment in Computer Science 312, 311 or 311H, and 314 or 314H is restricted to computer science entry-level majors. All other computer science courses that may be counted toward a degree in computer science are restricted to students who have been admitted to the computer science major or have the consent of the undergraduate faculty advisor.

An undergraduate may not enroll in any computer science course more than once without written consent of an undergraduate advisor in computer science. No student may enroll in any computer science course more than twice. No student may take more than three upper-division computer science courses in a semester without written consent of an undergraduate advisor in computer science. All transfer coursework must be approved by faculty before it can count towards a computer science degree, except where equivalency is specified by state regulation.

Additional Requirements for Option II
Students in Option II, the Turing Scholars program, must maintain a University grade point average of at least 3.25 and a grade point average in computer science of at least 3.25; in rare circumstances, this grade point average requirement will be waived for students whose honors thesis has been judged by the Department of Computer Science Undergraduate Thesis Committee to be truly outstanding. In addition to this grade point average requirement, students in Option II must know and abide by the academic and disciplinary policies given in this catalog and in the General Information Catalog. Those who fail to do so will be considered for academic dismissal from the Turing Scholars program. Under special circumstances and at the discretion of the director, a student will be allowed to continue in the program under academic review. A student who is academically dismissed from the program may enter another computer science program if he or she fulfills the scholastic standards for continuance in the University given in General Information. Students in scholastic difficulty should discuss their problems with a Turing Scholars program academic advisor and the director.

Additional Requirements for Option III

Additional Requirements for Option IV
Satisfactory Progress
Students are expected to make continuous progress toward the degree by completing required computer science coursework each semester. Those who fail to take program coursework two long-session semesters in a row will be removed from the program and re-enrolled in the Bachelor of Science in Computer Science Option (I, II, or III) that they were following before admission to the Integrated Program (Option IV). Students will be notified before this action is taken; they must meet with their academic advisor upon being notified.

Probation
The student is placed on probation if his or her grade point average in required undergraduate computer science courses falls below 3.00. Except with the consent of the undergraduate advisor or the graduate advisor, a student on probation may not take graduate computer science courses.

Dismissal
The student is dismissed from the Integrated Program if (1) he or she fails to improve his or her academic performance significantly while on probation, or (2) he or she will not achieve a grade point average of 3.00 even by earning grades of A in all remaining required undergraduate computer science and graduate courses.

Like all students, those in the Integrated Program must know and abide by the academic and disciplinary policies given in this catalog and in the General Information Catalog. Those who fail to do so will be considered for academic dismissal from the program. Under special circumstances and at the discretion of the director, a student may be allowed to continue in the program under academic review. A student who is academically dismissed from the program may enter another computer science program if he or she fulfills the scholastic standards for continuance in the University given in the General Information Catalog. Students in scholastic difficulty should discuss their problems with an academic advisor and the undergraduate faculty advisor.

Graduation
To receive the Bachelor of Science in Computer Science and Master of Science in Computer Science, Master of Science in Information Studies, or Master of Science in Computational Science, Engineering, and
Mathematics degrees through the Integrated Program, a student must have a University grade point average of at least 3.00 in the coursework in the Master of Science Program of Work. He or she must also have a grade point average in graduate computer science and information studies, or computational science, engineering, and mathematics coursework of at least 3.00.

Order and Choice of Work
The student must consult the faculty advisor each semester regarding order and choice of work.

Note: Computer science courses with numbers ending in H are intended for students in Option II, the Turing Scholars program, and Option III, computer science honors. Students outside these Options may enroll in these courses only with the special consent of the honors director.

Additional Requirements for Option VI

Admission
Admission to Honors Computer Science and Business (CSB) is limited to a small number of high preforming students who are chosen on a competitive basis. Students selected for the program will have demonstrated exceptional potential for success in both computer science and business. Admission decisions are made by the CSB Committee. Students enter the program as freshmen.

Students entering the University as freshmen may apply to the CSB by completing a separate online application available through the Office of Admissions. The CSB Committee considers the student’s SAT Reasoning Test or ACT scores, high school class rank, preparatory courses, extracurricular activities, evidence of leadership ability, and other objective criteria.

Academic Standards
A student who enters CSB as a freshman must have a grade point average of at least 3.25 on the courses taken in residence during the fall and spring semesters of the first year to continue in the program. The student must complete at least 12 semester hours in residence on the letter-grade basis during each of those two semesters. After the freshman year, each student is dismissed from the program if their overall, computer science, or business grade point average drops below 3.25. In addition to this grade point average requirement, students must know and abide by the academic and disciplinary policies given in this catalog and in the General Information Catalog. Those who fail to do so will be considered for academic dismissal from the program. Under special circumstances and at the discretion of the CSB Program Committee, a student will be allowed to continue in the program under academic review. Students in scholastic difficulty should discuss their problems with the CSB Honor Program director(s) and their academic advisor(s).

Graduation
To graduate under the CSB Honors Program, the student must earn a University grade point average of at least 3.25 and a grade point average of at least 3.25 in business courses and a grade point average of at least 3.25 in computer science courses. A candidate for any degree must be enrolled at The University of Texas at Austin in the semester or summer session in which the degree is awarded.

Students in CSB must satisfy the University’s Core Curriculum and degree requirements for a B.S. in Computer Science and for a B.B.A.; combined degree requirements below. If students later elect to complete only one degree, they must consult their academic advisor(s) and fulfill all degree requirements.

Bachelor of Science in Environmental Science

The Bachelor of Science in Environmental Science degree program is designed for students interested in an interdisciplinary scientific perspective on environmental and sustainability issues, analysis, and management. The degree program provides the broad foundation in physical, life, and social sciences needed for a career or graduate study in environmental science and related fields such as climate change, ecology, and conservation. Students who complete the program successfully will be able to assess environmental issues critically from multiple perspectives; to perform field, laboratory, and computer analyses; and to conduct original research. The program is designed to prepare graduates for careers in local, state, and federal government laboratories and nonprofit agencies, environmental consulting firms, environmental education and outreach agencies, and universities and other research settings. The degree is offered by the College of Natural Sciences with a focus on biological sciences, by the College of Liberal Arts with a focus on geographical sciences, and by the Jackson School of Geosciences with a focus on geological sciences. The degree programs share common prescribed work, but each degree has its own specific requirements. Students may earn only one Bachelor of Science in Environmental Science degree from the University.

The Bachelor of Science in Environmental Science curriculum consists of 126 semester hours of coursework. All students must complete the University’s Core Curriculum (p. 23). The specific degree requirements consist of prescribed work, major requirements, and electives. In some cases, a course that is required for the degree may also be counted toward the core curriculum.

A course in one prescribed work area may not also be used to fulfill the requirements of another prescribed work area; the only exception to this rule is that a course that fulfills another requirement may also be used to fulfill a flag requirement, unless otherwise specified.

In the process of fulfilling the core curriculum and other degree requirements, all students are expected to complete the following Skills and Experience flags:

1. Writing: three flagged courses beyond RHE 306 or its equivalent; students in the College of Natural Sciences and the Jackson School of Geosciences must complete only two flagged writing courses. For students in the College of Natural Sciences and the College of Liberal Arts, at least one writing flag must be from an upper-division course.
2. Quantitative reasoning: one flagged course
3. Global cultures: one flagged course
4. Cultural diversity in the United States: one flagged course
5. Ethics: one flagged course
6. Independent inquiry: one flagged course

Prescribed Work Common to All Environmental Science Majors

1. Mathematics: Mathematics 408C, or 408N and 408S, or 408K and 408L.
2. Chemistry: CH 301 or 301H; CH 302 or 302H; and CH 204.
3. Physics: Physics 317K and 117M, Physics 303K and 103M, or PHY 301 and 101L.
4. Biological Sciences: Biology 311C and 311D, or 315H.
5. Ecology.  
   a. Biology 373 or Marine Science 320. Marine Science 320 may not be used to satisfy both requirement 5a and requirement 10c. Environmental science majors in the College of Natural Sciences must choose Biology 373.  
   b. Biology 373L or Marine Science 120L. Environmental science majors in the College of Natural Sciences must choose Biology 373L.

6. Geological Sciences: GEO 401 or GEO 303 or Geography 401C; Geological Sciences 346C; and an approved geological sciences course in sustainability.

7. Geography: Geography 335N.

8. Field experience and research methods: Environmental Science 311 and 121.

9. Capstone Research Experience: one of the following pairs: 
   a. Environmental Science 271 and 371 or Environmental Science 171 and 471.  
   b. Environmental Science 172C and 472D or Environmental Science 272C and 372D.  
   c. Environmental Science 271 or Marine Science 370, and one of the following: Chemistry 320M, Geography 460G, 368C, 462K, Geological Sciences 327G, Mathematics 408D, 408M, Statistics and Data Sciences 321 or 328M. Note: Geography 460G, 462K, and Geological Sciences 327G may not be used to satisfy both requirement 9c and 10b. Statistics and Data Sciences 321 and 328M may not be used in this requirement by students in the College of Natural Sciences. Biology 377 may substitute for Environmental Science 271 with prior approval of the faculty advisor. Tutorial Course 660HA and 660HB may substitute for Environmental Science 271 and 371 with prior approval of the faculty advisor. Geological Sciences 172H, 173H, and 379H may substitute for Environmental Science 271 and 371 with prior approval of the faculty advisor. Natural Sciences 323 and 371 may substitute for Environmental Science 271 and 371 with the prior approval of the faculty advisor.

10. Environmental and sustainability themes: one course in each of the following thematic areas: 
   b. Geographic information systems: Geography 460G, 462K, Geological Sciences 327G. 
   c. Climates and oceans: Biology 456L, Geography 333K, Geological Sciences 338J, 347D, 347G, 377P, Marine Science 320, 440, 354Q, 354T, 356. Marine Science 320 may not be used to satisfy both requirement 5 and requirement 10. Marine Science 356 may not be used to satisfy both requirement 10c and requirement 14 in Option I. Marine Science 356 may not be used to satisfy both requirement 10c and requirement 18 in Option II. Biology 337, 437, Geography 356, 356T, Geological Sciences 371C, 371T, Marine Science 352, or 353 may count with prior approval of the faculty advisor. 
   d. Environmental economics, sustainability, and business: Economics 304K, 330T. Advanced Placement credit for Economics 304L may be used to satisfy this requirement.

11. Environmental Science 141 and 151.

Major Requirements

BS EVS: Option I: Biological Science

12. One of the following foreign language/culture choices: 
   a. Beginning level proficiency coursework, or the equivalent, in a foreign language. 
   b. First course in a foreign language and a three-semester-hour course in the culture of the same language area. 
   c. Two three-semester-hour courses in one foreign culture area; the courses must be chosen from an approved list available in the dean's office and the college advising centers.

13. Three hours in statistics chosen from Statistics and Data Sciences 328M and 321; with the consent of the undergraduate advisor; an upper-division statistics or probability course may be used to fulfill this requirement.

14. Three hours in conservation and environmental biology chosen from Biology 351, 375, Marine Science 352E, 355E or 356. Marine Science 356 may not be used to satisfy both requirement 10c and requirement 14. Marine Science 352 may count with prior approval of the faculty advisor.

15. Biology 325 or 325H (for students completing Biology 315H), and 370.


18. Complete one upper-division laboratory course in addition to the laboratory requirements in the Prescribed Work Common to All Environmental Science Majors. A laboratory course taken to meet requirement 16 or 17 may be used to fulfill this requirement.

19. Enough additional coursework to make a total of 126 hours.

BS EVS: Option II: Biological Sciences Honors

12. To fulfill requirements 1 through 4 of the prescribed work common to all options above, students complete the following breadth requirement: An honors mathematics course; Biology 315H and 325H; Chemistry 301H and 302H; PHY 301 and 101L; and a designated honors statistics course. Credit earned by examination may not be counted toward this requirement.

13. CH 204.

14. A section of UGS 302 or UGS 303 that is approved by the honors program advisor.

15. A section of Rhetoric and Writing 309S that is restricted to student in the Dean's Scholars Honors Program.

16. Two semesters of Biology 379H; these courses may be used to fulfill requirement 9.
17. Biology 370.

18. Three semester hours in conservation and environmental biology chosen from Biology 351, 375, Marine Science 352E, 355E, or 356. Marine Science 356 may not be used to satisfy both requirement 10c and requirement 18.


20. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts.

21. Complete one upper-division laboratory course in addition to the laboratory requirements in the Prescribed Work Common to All Environmental Science Majors. A laboratory course taken to fulfill requirement 19 may be used to fulfill this requirement.

22. Enough additional coursework approved by the honors advisor to make a total of 126 semester hours.

Special Requirements
Students must fulfill both the University’s general requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate under the honors option, students must remain in good standing in the Dean’s Scholars Honors Program, must submit an honors thesis approved by the program honors advisor, and present their research in an approved public forum, such as the college’s annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu/.

Bachelor of Science in Human Development and Family Sciences

The Bachelor of Science in Human Development and Family Sciences focuses on the study of human development, individuals in a family context, relationships, and well-being within the family and the broader social, economic, community, and governmental environment. Students in the program are expected to develop knowledge and understanding about human development and family dynamics through classroom experiences, observation of children and families, and research. They have opportunities to apply their knowledge through practicum experiences in research and placements in the field. The program is designed to give students excellent preparation for graduate training that leads to careers in academia, research, medicine, and other health professions, as well as for employment in a field involving work with children, families, and adults.

Students seeking the Bachelor of Science in Human Development and Family Sciences must choose one of the six Options described below. Those who plan to follow Option V must be admitted to the Dean’s Scholars Honors Program (p. 246) and those who plan to follow Option VI must be admitted to the Honors in Advanced Human Development and Family Sciences Program (p. 247).

Prescribed Work Common to All Options

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

3. Nine semester hours, at least three of which must be upper-division, chosen from courses in economics, social or cultural anthropology, sociology, and psychology; PSY 304, 333D, and 339 may not be counted toward this degree.
4. At least 36 semester hours of upper-division coursework; at least 21 semester hours must be completed in residence at the University
5. Eighteen semester hours in the School of Human Ecology must be completed in residence at the University

Additional Prescribed Work for Each Option

Option I: Early Childhood

This Option is designed to provide the necessary foundation for further study or a career in working with children in applied settings.

6. SDS 302; Mathematics 408C, 408N, 408R, or Statistics and Data Sciences 332.
7. CH 301 or 301H; Biology 311C; Biology 311D or CH 302 or 302H; and three additional semester hours of coursework in astronomy, biology, chemistry, computer science, geological sciences, mathematics, nutrition (other than NTR 306), or physics. Courses designed for non-science majors may not be counted toward this requirement; students should consult the School of Human Ecology for a list of courses that may be counted.
8. Nine semester hours from an approved list of supporting courses available from the School of Human Ecology. Students should confer with their advisors about courses appropriate to their career goals
9. NTR 306; HFD 304, 313, 315L, 315L, 340 and HFD 305 or HFD 306; six hours chosen from Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R and six additional hours of coursework in human development and family sciences. Registration for Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R is restricted to students whose practicum applications have been approved. Practicum applications are available in the School of Human Ecology advising office; application deadlines are May 1 for enrollment the following spring semester and December 1 for enrollment the following fall semester. If either May 1 or December 1 falls on a weekend or an official University holiday, the application is due the next business day.

10. Human Development and Family Sciences 338 and Human Development and Family Sciences 266C and 266L; and six additional semester hours chosen from Human Development and Family Sciences 342, 345, 347, 351, 358, 362, 378K (Topic 6: Introduction to...
11. Enough additional coursework to make a total of 120 semester hours.

Option II: Human Development

This Option involves the study of development across the life span.

6. SDS 302; Mathematics 408C, 408N, 408R or Statistics and Data Sciences 332
7. CH 301 or 301H; Biology 311C; Biology 311D or CH 302 or 302H; and three additional semester hours of coursework in astronomy, biology, chemistry, computer science, geological sciences, mathematics, nutrition (other than NTR 306), or physics. Courses designed for non-science majors may not be counted toward this requirement; students should consult the School of Human Ecology for a list of courses that may be counted.
8. Nine semester hours from an approved list of supporting courses available from the School of Human Ecology. Students should confer with their advisors about courses appropriate to their career goals.
9. NTR 306; HFD 304, 313, 113L, 315L, 340 and HFD 305 or HFD 306; six hours chosen from Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R and six additional hours of coursework in human development and family sciences. Registration for Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R is restricted to students whose applications have been approved. Applications are available in the School of Human Ecology advising office; application deadlines are May 1 for enrollment the following spring semester and December 1 for enrollment the following fall semester. If either May 1 or December 1 falls on a weekend or an official University holiday, the application is due the next business day.
11. Enough additional coursework to make a total of 120 semester hours.

Option III: Families and Personal Relationships

This Option involves the study of the formation and maintenance of close relationships, especially couple and family relationships.

6. SDS 302; Mathematics 408C, 408N, 408R, or Statistics and Data Sciences 332
7. CH 301 or 301H; Biology 311C; Biology 311D or CH 302 or 302H; and three additional semester hours of coursework in astronomy, biology, chemistry, computer science, geological sciences, mathematics, nutrition (other than NTR 306), or physics. Courses designed for non-science majors may not be counted toward this requirement; students should consult the School of Human Ecology for a list of courses that may be counted.
8. Nine semester hours from an approved list of supporting courses available from the School of Human Ecology. Students should confer with their advisors about courses appropriate to their career goals.
9. NTR 306; HFD 304, 313, 113L, 315L, 340 and HFD 305 or HFD 306; six hours chosen from Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R; and six additional hours of coursework in human development and family sciences. Registration for Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R is restricted to students whose applications have been approved. Applications are available in the School of Human Ecology advising office; application deadlines are May 1 for enrollment the following spring semester and December 1 for enrollment the following fall semester. If either May 1 or December 1 falls on a weekend or an official University holiday, the application is due the next business day.
12. Enough additional coursework to make a total of 120 semester hours.

Option IV: Families and Society

This Option involves the study of the family and its interactions with larger socioeconomic systems, such as the economy, work, the media, public policy, and government.

6. SDS 302; Mathematics 408C, 408N, 408R, or Statistics and Data Sciences 332.
7. CH 301 or 301H; Biology 311C; Biology 311D or CH 302 or 302H; and three additional semester hours of coursework in astronomy, biology, chemistry, computer science, geological sciences, mathematics, nutrition (other than NTR 306), or physics. Courses designed for non-science majors may not be counted toward this requirement; students should consult the School of Human Ecology for a list of courses that may be counted.
8. Nine semester hours from an approved list of supporting courses available from the School of Human Ecology. Students should confer with their advisors about courses appropriate to their career goals.
9. NTR 306; HFD 304, 313, 113L, 315L, 340 and HFD 305 or HFD 306; six hours chosen from Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R; and six additional hours of coursework in human development and family sciences. Registration for Human Development and Family Sciences 352, 652F, 352L, 652P, and 355R is restricted to students whose applications have been approved. Applications are available in the School of Human Ecology advising office; application deadlines are May 1 for enrollment the following spring semester and December 1 for enrollment the following fall semester. If either May 1 or December 1 falls on a weekend or an official University holiday, the application is due the next business day.
11. Enough additional coursework to make a total of 120 semester hours.

Option V: Human Development and Family Sciences Honors

This Option is designed to prepare students who have been admitted to the Dean’s Scholars program for academic or research careers.

6. Breadth requirement: A calculus course and a statistics course, one of which must be a designated honors course; Biology 315H and 325H; Chemistry 301H and 302H; and three additional hours of honors-designated or approved coursework in biology, chemistry, computer science, mathematics, statistics and data sciences, or...
physics; credit earned by examination may not be counted toward this requirement.

7. Human Ecology 115H and 225H
9. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor.
10. A section of Rhetoric and Writing 309S that is restricted to students in the Dean's Scholars Honors Program.
11. Human Development and Family Sciences 355H and 379H.
12. Ten additional semester hours of coursework approved by the departmental honors advisor.
13. Six hours of coursework from the College of Liberal Arts and/or the College of Fine Arts.
14. Enough additional coursework to make a total of 120 semester hours.

Option VI: Honors in Advanced Human Development and Family Sciences

This Option is designed for highly motivated and talented students who are interested in research experience and training.

6. SDS 302, Mathematics 408C, 408N, 408R, or Statistics and Data Sciences 332.
7. CH 301 or 301H; Biology 311C; and Biology 311D or CH 302 or 302H.
8. Three additional semester hours of coursework in astronomy, biology, chemistry, computer science, geological sciences, mathematics, nutrition (other than NTR 306), or physics. Courses designed for nonscience majors may not be counted toward this requirement; students should consult the School of Human Ecology for a list of courses that may be counted.
11. Twenty-one semester hours of additional upper-division coursework approved by the departmental honors advisor.
12. Enough additional coursework to make a total of 120 semester hours.

Special Requirements

Students in all Options must fulfill both the University’s General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate under Option V, students must remain in good standing in the Dean’s Scholars Honors Program, must submit an honors thesis approved by the departmental honors advisor, and present their research in an approved public forum, such as the college’s annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu/.

To graduate under Option VI, students must remain in good standing with an overall in-residence grade point average of at least 3.30 and an overall grade point average of 3.50 in all human development and family sciences courses. In addition, student research conducted in Human Development and Family Sciences 355H and 379H must be presented in an approved public forum, such as the college’s annual Undergraduate Research Forum. Students who fail to maintain the required grade point average may be subject to dismissal from the program. Under special circumstances and at the discretion of the human development and family sciences honors advisor, a student may be allowed to continue under academic review.

Bachelor of Science in Mathematics

As an alternative to the Bachelor of Science and Arts and the Bachelor of Arts degrees, the Bachelor of Science in Mathematics is designed with a twofold purpose: to offer students a more extensive scientific program that may better prepare them for graduate study or employment, and to recognize students who choose to pursue a more demanding program. Students are given the opportunity to develop greater breadth and depth in their mathematical programs as well as to combine mathematics with a concentration in another scientific discipline.

Students seeking the Bachelor of Science in Mathematics select one of the following Options: Actuarial Science, Mathematics for Secondary Teaching, Mathematics Honors, or Mathematics. Students who plan to follow Option VI, mathematics Honors, must be admitted to the Dean’s Scholars Honors Program (p. 246).

Prescribed Work Common to All Options

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global culture flags from the same course. Students are encouraged to discuss options with their academic advisors.

3. Forty-two semester hours of upper-division coursework. At least 21 semester hours of upper-division coursework must be completed in residence at the University.
4. Eighteen semester hours in mathematics must be completed in residence at the University.

Additional Prescribed Work for Each Option

Option I: Actuarial Science

5. Eight semester hours of majors-level coursework in one of the following areas: astronomy, biology, chemistry, geological sciences, and physics.
6. Complete one of the following:
a. Mathematics 408C* and 408D
b. Mathematics 408N and 408S
c. Mathematics 408K and 408L
   *Mathematics 408N and 408S, or 408K and 408L, may substitute for 408C

7. Economics 304K and 304L

8. Accounting 310F or both 311 and 312

9. Finance 357

10. Computer Science 303E

11. Upper-division mathematics courses, including:
   a. Mathematics 325K or 328K. Mathematics 328K is recommended for students with substantial experience in writing proofs.
   b. Mathematics 341. Mathematics 340L may be substituted for 341 if the course was completed prior to entry into the mathematics entry-level major.
   c. Mathematics 362K, and either 358K or 378K
   e. Two courses from the following: Mathematics 339V, 339W, 349P
   f. One additional course chosen from the following: Mathematics 339C, 339V, 339W, 349P, 349R, 378K

One of the courses fulfilling requirement 11a through 11f must be taught in the inquiry based learning (IBL) format or with an independent inquiry flag. IBL courses are identified each semester through a notation under the unique number in the course schedule and through a list maintained in the mathematics advising office in Robert Lee Moore Hall, room 4.101. Courses with an independent inquiry flag are identified in the Course Schedule.

12. At least six semester hours of upper-division coursework must be outside both mathematics and the fields of study listed in requirement 1. Philosophy courses in logic, computer science courses in discrete mathematics, engineering courses, and actuarial foundation courses may not be used to fulfill this requirement.

13. Enough additional coursework to make a total of 120 semester hours.

Option V: Teaching

This option is designed to fulfill the course requirements for certification as a middle grades or secondary school mathematics teacher in Texas; the student chooses mathematics certification or mathematics, physical science, and engineering certification. However, completion of the course requirements does not guarantee the student’s certification. For information about additional certification requirements, students should consult the UTeach-Natural Sciences academic advisor.

Students are encouraged to become familiar with a variety of mathematical software relevant to middle grades or secondary teaching, such as computer geometry systems, spreadsheets, and statistical software. Whenever possible, the student should take courses and sections of courses that use these types of software.

5. History 329U or Philosophy 329U

6. One of the following sequences:
   a. Mathematics 408C* and 408D
   b. Mathematics 408N and 408S
   c. Mathematics 408K and 408L

*Mathematics 408N and 408S, or 408K and 408L, may substitute for 408C

7. Mathematics 315C

8. Biology 337 (Topic 2: Research Methods: UTeach), Chemistry 368 (Topic 1: Research Methods: UTeach) or Physics 341 (Topic 7: Research Methods: UTeach)

9. The requirements of one of the following certification areas:
   a. For mathematics certification:
      i. Mathematics 340L or 341
      ii. Mathematics 325K or 328K, 333L, 358K, and 362K. Mathematics 328K is recommended for students with substantial experience in writing proofs.
   iii. Mathematics 375D
   iv. Mathematics 361K or 365C
   v. Mathematics 343K or 373K
   vi. Mathematics 427J.
   vii. Two courses chosen from: Mathematics 328K, 339J, 339U, 343K, 343L, 348, 361, 365C, 365D, 368K, 373K, 373L, 378K. A course used to fulfill requirements 9ai through 9avi may also not be counted toward requirement 9avii
   b. For mathematics, physical science, and engineering certification:
      i. Mathematics 325K or 328K, 427J, 333L, 341, 358K, and 362K. Mathematics 328K is recommended for students with substantial experience in writing proofs.
      ii. Mathematics 361K or 365C
      iii. Mathematics 375D
      iv. PHY 301, 101L, 316, 116L, 315, and 115L
      v. CH 301 or 301H, CH 302 or 302H, and CH 204
      vi. E S 301; and Mechanical Engineering 377K upon approval of the projects by the UTeach Program.

10. Eighteen semester hours of professional development coursework consisting of:
   b. Curriculum and Instruction 365C or UTeach-Natural Sciences 350
   c. Curriculum and Instruction 365D or UTeach-Natural Sciences 355
   d. Curriculum and Instruction 365E or UTeach-Natural Sciences 360
   e. UTS 101, 110, and 170

11. Students seeking middle grades certification must complete the following courses: Educational Psychology 350G, or PSY 301 and PSY 304; and Curriculum and Instruction 339E. Students seeking mathematics, physical science, and engineering certification may not seek middle grade certification.

12. Enough additional coursework to make a total of at least 120 semester hours.
Option VI: Mathematics Honors
5. Breadth requirement: An honors mathematics course; one of the following two-semester sequences: Biology 315H and 325H, Chemistry 301H and 302H, or PHY 301, 101L, 316, and 116L; and nine additional semester hours chosen from the preceding courses, Physics 315 and 115L. Credit earned by examination may not be counted toward this requirement.
6. An honors section of Mathematics 427J, and six semester hours of coursework chosen from Mathematics 365C, 367K, and 373K.
7. Twenty additional semester hours of upper-division coursework in mathematics approved by the departmental faculty advisor.
8. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor.
9. A section of Rhetoric and Writing 309S that is restricted to students in the Dean Scholars Honors Program.
10. Mathematics 379H.
11. Thirty additional semester hours of coursework approved by the departmental honors advisor.
12. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts.
13. Enough additional coursework to make a total of 120 semester hours.

Option VII: Mathematics
5. Eight semester hours of majors-level coursework in one of the following areas: astronomy, biology, chemistry, geological sciences, and physics.
6. Computer Science 303E.
7. One of the following sequences:
   a. Mathematics 408C* and 408D
   b. Mathematics 408N and 408S
   c. Mathematics 408K and 408L

   *Mathematics 408N and 408S, or 408K and 408L, may substitute for 408C.
8. Three of the following: Mathematics 408M or 427L, 427J, 341, 362K.
   Mathematics 340L may be substituted for 341 if the course was taken prior to entry into the mathematics entry-level major.
9. Mathematics 325K or 328K.
   Mathematics 328K is recommended for students with substantial experience in writing proofs.
10. One of the following: Mathematics 343K, 361K, 365C, 367K, 373K.
   Mathematics 374M may not count toward both requirement 11 and 13.
12. One upper-division mathematics course identified as taught in the inquiry based learning (IBL) format or with an independent inquiry flag. IBL courses are identified each semester through a list maintained in the mathematics advising office in Robert Lee Moore Hall, room 4.101. Courses with an independent inquiry flag are identified in the Course Schedule. Courses counted toward requirements 8, 9, 10, and 11 may also count toward this requirement.
13. Mathematics in context. One course chosen from:
   a. Mathematics 374M
   b. Chemistry 353, 354
   c. Computer Science 341, 342, 345, 346, 353, 367

Courses in requirements 13b through 13e may require additional prerequisites. Mathematics 374M may not count toward both requirement 11 and 13.

14. At least six semester hours of upper-division coursework must be outside both mathematics and the fields of study listed in requirement 5. Philosophy courses in logic, computer science courses in discrete mathematics, engineering, and actuarial foundation courses may not be used to fulfill this requirement.

15. Enough additional coursework to make a total of 120 semester hours

Special Requirements
Students in all Options must fulfill both the University’s General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate and be recommended for certification, students who follow the Teaching Option must have a University grade point average of at least 2.50. They must earn a grade of at least C in the supporting course in requirement 5 and 8 and in each of the professional development courses listed in requirement 10 and must pass the final teaching portfolio review; those seeking middle grades certification must also earn a grade of at least C in each of the courses listed in requirement 11. For information about the portfolio review and additional teacher certification requirements, students should consult the UTeach-Natural Sciences academic advisor.

To graduate under Option VI, students must remain in good standing in the Dean’s Scholars Honors Program, must submit an honors thesis approved by the departmental honors advisor, and must present their research in an approved public forum, such as the college’s annual Undergraduate Research Forum.

Bachelor of Science in Medical Laboratory Science
The student preparing for a career in medical laboratory science completes at least 100 hours of academic work at the University. After this work is completed, the student enters an accredited school of medical laboratory science (or clinical laboratory science) for an additional 12 to 16 months of clinical education. After completion of this education, the student is awarded the Bachelor of Science in Medical Laboratory Science and is eligible to take the national certification examination administered by the American Society for Clinical Pathology (ASCP) Board of Certification (BOC). Successful completion of this exam results in national certification as a Medical Laboratory Scientist.

The purpose of this degree program is to meet the increasing demand for laboratory professionals in hospital and clinic laboratories, research, industry, public health, education, and laboratory management. Medical laboratory science is also an excellent foundation for graduate study in medicine, dentistry, management, education, and other disciplines.
Prescribed Work

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

3. One of the following foreign language/culture choices:
   a. Beginning level proficiency coursework, or the equivalent, in a foreign language.
   b. First course in a foreign language and a three-semester-hour course in the culture of the same language area.
   c. Two three-semester-hour courses in one foreign culture area; the courses must be chosen from an approved list available in the dean's office and the college advising centers.

4. Mathematics 408C or 408N, and SDS 304 or 328M
5. Either Biology 311C, 311D, and 325, or Biology 315H and 325H
7. CH 301 or 301H, CH 302 or 302H, CH 204, 220C, 320M, 320N, and Biochemistry 369
8. Computer Science 303E, Management Information Systems 302F, or Public Health 323
9. Enough additional elective coursework, if necessary, to make a total of at least 100 semester hours of academic work completed at the University before the clinical education program.
10. Twelve to 16 months of clinical education in a program of medical laboratory science (or clinical laboratory science) accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). The student must apply to and be accepted into a clinical education program. The clinical education program director works closely with each student to ensure his or her success in the program. Upon completion of the clinical education program, the student must submit a letter from the program director verifying completion of coursework and a transcript showing grades in all courses in the program to The University of Texas at Austin, Office of the Dean, College of Natural Sciences, 1 University Station G2500, Austin TX 78712. To be counted toward the degree, the coursework must be approved by the faculty advisor for medical laboratory science and the dean. None of the coursework completed in the clinical education program may be used to fulfill in-residence degree requirements, requirements 1 through 9 of the prescribed work above, or the requirements for a second bachelor's degree.

Special Requirements

Students must fulfill both the University's General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. Students must also earn a grade of at least C- in each course taken in the 12 to 16-month clinical education in a program of medical laboratory science (or clinical laboratory science) accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS). More information about grades and the grade point average is given in the General Information Catalog.

Order and Choice of Work

The student should consult with his or her academic and faculty advisors each semester regarding order and choice of work and balancing the laboratory load. To complete the program within four years, it may be necessary for the student to take some courses during the summer.

Bachelor of Science in Neuroscience

The Bachelor of Science degree in Neuroscience provides a strong foundation in the core sciences and related mathematical disciplines, along with the opportunity for training in biology, chemistry, computer science, mathematics, physics, or psychology. Distinctive features of the program include an emphasis on developing the quantitative, statistical, mathematical, and computational skills required in neuroscience, and meaningful hands-on laboratory experience.

Prescribed Work Common to All Options

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

3. At least 21 semester hours of upper-division coursework, including one at the upper-division level
4. Mathematics 408C, or 408N and 408S; Statistics and Data Sciences 328M
5. An eight hour physics sequence chosen from the following:
   b. Physics 303K, 103M, 303L, and 103N
   c. PHY 301, 101L, 316, and 116L
6. CH 301 or 301H, CH 302 or 302H, and CH 204
7. Biology 311C and 311D, or 315H and 325H, and 206L
8. Three additional majors-level courses selected from one of the following sequences:

Option I: Neuroscience Scholars

4. Mathematics 408C, or 408N and 408S; Statistics and Data Sciences 328M
5. An eight hour physics sequence chosen from the following:
   b. Physics 303K, 103M, 303L, and 103N
   c. PHY 301, 101L, 316, and 116L
6. CH 301 or 301H, CH 302 or 302H, and CH 204
7. Biology 311C and 311D, or 315H and 325H, and 206L
8. Three additional majors-level courses selected from one of the following sequences:

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a. Biology: Biology 325 or 325H, 320, 344, 349, and 370
b. Chemistry: Chemistry 328M and 128K, 328N and 128L, 353 or 353M, and Biochemistry 369
c. Computer Science: Computer Science 312, 314, Statistics and Data Sciences 335, 374E
d. Mathematics: Mathematics 427J or 427K, 427L, 340L or 341, 362K, 378K, Statistics and Data Sciences 321 or 329C; Mathematics 362K and Statistics and Data Sciences 321 may not both count.
e. Physics: Physics 345, 338K, 355
f. Psychology: PSY 301, 323, 353K, 355
9. Neuroscience 330
10. Neuroscience 335
11. Neuroscience 340
14. Three semester hours of Neuroscience 379H, Honors Tutorial Course; the research topic in 379H must relate to neuroscience and be approved in advance by the faculty advisor.
15. Enough additional coursework to make a total of 120 semester hours.

**Option II: Neuroscience Honors**

4. Breadth requirement: An honors mathematics course; Biology 315H and 325H; Chemistry 301H and 302H; and an additional three-hour honors-designated course from a department in the College of Natural Sciences; credit earned by examination may not be counted toward this requirement.
5. Three hours of statistics chosen from the following: Statistics and Data Sciences 321, 325H, or 328M; other statistics courses may be approved by the departmental honors advisor.
6. CH 301 and Biology 306L
7. PHY 301, 101L, 316 and 116L
8. Three additional majors-level courses selected from one of the following sequences:
   a. Biology: Biology 320, 344, 349, and 370
   b. Chemistry: Chemistry 328M and 128K, 328N and 128L, 353 or 353M, and Biochemistry 369
   c. Physics: Physics 345, 338K, 355
   d. Computer Science: Computer Science 312, 314, Statistics and Data Sciences 335, 374E
   e. Mathematics: Mathematics 427J or 427K, 427L, 340L or 341, 362K, 378K, 321 or 329C; Mathematics 362K and Statistics and Data Sciences 321 may not both count.
9. Neuroscience 330
10. Neuroscience 335
11. Neuroscience 340
14. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor.
15. A section of Rhetoric and Writing 309S that is restricted to students in the Dean’s Scholars Honors Program.
16. Two semesters of Neuroscience 379H
17. Fifteen additional semester hours of coursework approved by the departmental honors advisor.
18. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts.
19. Enough additional coursework to make a total of 120 semester hours.

**Option III: Neuroscience**

4. Mathematics 408C, or 408N and 408S; and Statistics and Data Sciences 328M.
5. An eight-hour physics sequence chosen from the following:
   b. Physics 303K, 103M, 303L, and 103N
   c. PH 301, 101L, 316, and 116L
6. CH 301 or 301H, CH 302 or 302H, and CH 204
7. Biology 311C, 311D, and 325 or 315H and 325H
8. Biology 206L
9. Neuroscience 330, 335, and 340
12. Enough additional coursework to make a total of 120 semester hours.

**Special Requirements**

Students must fulfill both the University’s General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate under Option II, students must remain in good standing in the Dean’s Scholars Honors Program, must submit an honors thesis approved by the departmental honors advisor, and must present their research in an approved public forum, such as the college’s annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu/innovative-education/undergraduate-research/undergraduate-research-forum.

**Bachelor of Science in Nutrition**

Nutrition is an integrative science with the overall objective of improving the health and well-being of individuals and groups. Nutritional inquiry encompasses not only the roles of electrons, atoms, molecules, genes, cells, organs, and complex organisms in biological life processes but also the links between life science and health, behavior, education, population, culture, and economics. The Bachelor of Science in Nutrition degree program includes six options, described below.

For students pursuing careers in dietetics, courses in behavioral and clinical nutrition and food systems management provide the academic preparation required for dietetics practice. The Didactic Program
in Dietetics (DPD) meets the coursework requirements that qualify graduates to apply to a dietetic internship, which leads to the Registered Dietitian credential. Completion of the Didactic Program in Dietetics requirements qualifies a graduate to apply for the exam to become a Dietetic Technician, Registered. To be eligible to apply for a dietetic internship or to practice as a Registered Dietetic Technician, additional coursework would be required for students earning a degree in Options II-VI. The Coordinated Program in Dietetics (CPD) includes both the coursework and the supervised practice necessary to be eligible to write the examination to become a registered dietitian. The DPD and CPD are accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics (AND) 120 S. Riverside Plaza, Suite 2000, Chicago IL 60606, (800) 877-1600.

The Nutritional Sciences Option requires courses in science and research in order to prepare students for graduate study or professional school. Graduates may seek employment in private or publicly funded research programs or, upon completion of graduate study, may engage in college or university teaching or nutrition research. This option also allows students to fulfill requirements for postgraduate study in medicine, dentistry, and other health professions. Additional coursework is needed to be eligible to apply for a dietetic internship or to practice as a Dietetic Technician, Registered.

The Nutrition and Public Health Option III is designed to prepare students for entry-level positions in public health and nutrition at state and other health departments, in research, and in industry. It will equip them for entry into graduate programs in nutrition or other public health disciplines at schools of public health, at graduate schools in the biomedical sciences, and for entry into medical or other health professional schools as well as for those who pursue health and research careers.

Students who plan to follow Option IV must be admitted into the Honors in Advanced Nutritional Sciences Program (p. 247). Students in this option take honors courses in nutrition, research methodology, and writing. In addition, students are encouraged to take honors courses in disciplines outside of nutrition, such as biology, chemistry, and mathematics. Students consult with the departmental honors advisor to develop an individualized and challenging program of study that meets their goals and interests.

Students who plan to follow Option V must be admitted to the Dean's Scholars Honors Program (p. 246). In addition to taking a core of research, writing, and seminar courses in the College of Natural Sciences, students in this option consult with the departmental honors advisor to develop a coherent individual program of rigorous and challenging courses from across the University.

Students in the international nutrition Option gain firsthand knowledge of nutrition issues in other countries through a study abroad experience. Students combine the study of nutrition with a broad range of courses to prepare for experience studying and practicing nutrition in another culture.

Prescribed Work Common to All Options

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

3. At least 36 semester hours of upper-division coursework, of which at least 24 must be in nutrition. At least 21 semester hours of upper-division coursework, including 18 semester hours in nutrition, must be completed in residence at the University.

Additional Prescribed Work for Each Option

Option I: Dietetics

Students in dietetics may select either the Didactic Program in Dietetics (DPD) or the Coordinated Program in Dietetics (CPD). Students who complete the DPD with at least four upper-division nutrition courses completed in residence will receive a verification statement that qualifies them to apply for an accredited supervised practice program. DPD graduates who complete an accredited supervised practice program may become active members of the Academy of Nutrition and Dietetics (AND) and are eligible to write the examination to become a registered dietitian.

Students interested in the Coordinated Program in Dietetics (p. 243) must apply for admission after completing 60 semester hours of prerequisite coursework. Upon completing the CPD, which includes approximately 1,200 hours of supervised practice, graduates immediately qualify for active membership in the Academy of Nutrition and Dietetics and are eligible to write the examination to become a registered dietitian.

Students who are admitted to the CPD should consult the faculty advisor each semester regarding order and choice of work. During the fourth year, the following courses must be taken in the indicated term: fall semester: Nutrition 245C, spring semester: Nutrition 345M, 372C, 372F, 373S, summer session: Nutrition 374C and 374F. Because these courses are taught only once a year, a student who does not take them at the indicated time may be unable to complete the program.

4. At least three semester hours chosen from PSY 301, SOC 302, ANT 302, Economics 304K, 304L, and Human Development and Family Sciences 313 or 313H and 113L
5. Mathematics 408C, 408N, or Statistics and Data Sciences 332
6. Three semester hours of statistics chosen from SDS 302, SDS 304, SDS 306, 325H, and 328M
7. CH 301 or 301H, CH 302 or 302H, CH 204, 320M, and Biochemistry 369
8. Biology 311C or 315H, 325 or 325H, and 365S
9. Accounting 310F or 311
10. The following core nutrition coursework:
    a. Nutrition 312, 112L or 312R, 326, and 126L: students must complete each course with a grade of at least C- before progressing to other upper-division nutrition courses
    b. NTR 307, 107L, 338W or 338H, 342, and 343

11. Coursework in nutrition, consisting of the following:
    a. Behavioral and clinical nutrition:
       i. DPD: Nutrition 315, 218, 118L, 330, 332, 370, and 371
       ii. CPD: Nutrition 315, 218, 118L, 330, 332, 370, 371, and one of the following: Nutrition 337, 365 (Topic 2: Nutrition and Genes), 365 (Topic 4: Obesity and Metabolic Health), 365 (Topic 5: Principles and Applications in Community Engagement)
b. Food systems management: Nutrition 334, 234L, and 355M  
c. Research:  
  i. CPD: Nutrition 373S  
  ii. DPD: One of the following: Nutrition 324 and 124L, 353, 355 or 355H, 365L, 366L, 379H, Statistics and Data Sciences 318, 321, 325H, or 352; with the approval of the faculty undergraduate advisor, DPD students may count Nutrition 352 toward this requirement, Statistics and Data Sciences 325H may not be counted toward both requirement 6 and requirement 11cii.  
d. Professional development:  
  i. CPD: Nutrition 245C  
  ii. DPD: Nutrition 162  

12. Students in the CPD must complete an additional 15 semester hours of supervised practice: Nutrition 345M, 372C, 372F, 374C, and 374P  
13. Enough additional coursework to make a total of 126 semester hours

**Option II: Nutritional Sciences**

4. At least six semester hours chosen from PSY 301, SOC 302, ANT 302, Economics 304K, 304L, and Human Development and Family Sciences 313 or 313H, and 113L  
5. Mathematics 408C, 408N, or Statistics and Data Sciences 332  
6. Three semester hours of statistics chosen from SDS 302, SDS 304, SDS 306, 325H, and 328M  
7. CH 301 or 301H, CH 302 or 302H, CH 204, 220C, 320M, 320N, and Biochemistry 369  
8. Either Biology 311C, 311D, and 325 or Biology 315H and 325H; Biochemistry 369  
9. Complete one of the following:  
   a. PHY 301 and 101L  
   b. Physics 302K and 102M  
   c. Physics 303K and 103M or  
   d. Physics 317K and 117M  
10. The following core nutrition coursework:  
   a. Nutrition 312, 112L or 312R, 326, 126L, and 366L; students must complete each course with a grade of at least C- before progressing to other upper-division nutrition courses.  
   b. One of the following: NTR 307 and 107L; Biology 326M and 226L; 326R and 226L; Chemistry 455  
   c. Nutrition 337, 338W or 338H, 342, 343; and 365 (Topic 2: Nutrition and Genes) or 365 (Topic 4: Obesity and Metabolism Health)  
11. Nine additional semester hours of nutrition, including three hours each from the following areas:  
   a. Nutritional sciences: Nutrition 365 or 370 or 371; the same topic of Nutrition 365 may not be counted both toward this requirement and toward requirement 10c.  
   b. Behavioral and clinical nutrition: Nutrition 315, 218 and 118L, 321, 330, 331, 332, or 370 or 371  
   c. Research: Three semester hours of coursework chosen from Nutrition 355 or 355H, Biology 325L, 331L, and Biochemistry 369L  
12. Enough additional coursework to make a total of 126 semester hours

**Option III: Nutrition and Public Health**

4. Six semester hours chosen from Anthropology 322P, Sociology 319, 354K, and 366D  
5. Three semester hours of SDS 302, SDS 304, SDS 306, 325H, and 328M  
6. One of the following courses: Mathematics 408C, 408N, or Statistics and Data Sciences 332  
7. CH 301 or 301H, CH 302 or 302H, CH 204, 320M, and Biochemistry 369  
8. Biology 311C or 315H, 325 or 325H, and 365S  
9. The following core nutrition coursework:  
   a. Nutrition 312 or 312H, 112L or 312R, 326, and 126L; students who complete Nutrition 312H and 312R or Biology 315H and 325H are exempt from Nutrition 326 and 126L; students must complete each course with a grade of at least C- before progressing to other upper-division nutrition courses.  
   b. Nutrition 337, 338W or 338H, 342, 343, and 365 (Topic 2: Nutrition and Genes), or 365 (Topic 4: Obesity and Metabolism Health)  
10. Three semester hours of research chosen from Nutrition 324 and 124L, 353, 355, 366L, 379H, and Statistics and Data Sciences 318, 321, 325H, or 352; Statistics and Data Sciences 325H may not count toward both requirement 5 and 10.  
12. Enough additional coursework to make a total of 120 semester hours

**Option IV: Honors in Advanced Nutritional Sciences**

4. At least three semester hours chosen from PSY 301, SOC 302, ANT 302, Economics 304K, 304L, and Human Development and Family Sciences 313 or 313H and 113L  
5. Mathematics 408C, 408N, Mathematics 408D-AP-H, or Statistics and Data Sciences 332  
6. Three semester hours of statistics chosen from SDS 302, SDS 304, SDS 306, 325H, and 328M  
7. CH 301 or 301H, CH 302 or 302H, CH 204, 320M, 320N, 220C, and Biochemistry 369  
8. Biology 311C, 311D, and 325 or Biology 315H and 325H; and Biology 365S  
9. Nutrition 312H, 312R, 338H, 342, 343, and 365 (Topic 2: Nutrition and Genes), or 365 (Topic 4: Obesity and Metabolism Health), and 12 additional semester hours of nutrition or related coursework approved by the departmental honors advisor  
10. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor  
11. Nutrition 355H and 379H  
12. Nine semester hours of additional coursework approved by the departmental honors advisor  
13. Enough additional coursework to make a total of 120 semester hours

**Option V: Nutrition Honors**

4. Breadth requirement: A calculus course and a statistics course, one of which must be a designated honors course; Biology 315H and 325H; Chemistry 301H and 302H; and three additional hours of honors-designated or approved coursework in biology, chemistry, computer science, mathematics, statistics and data sciences, or physics; credit earned by examination may not be counted toward this requirement.  
5. At least three semester hours chosen from PSY 301, SOC 302, ANT 302, Economics 304K, 304L, and Human Development and Family Sciences 313 or 313H and 113L  
6. CH 204, 320M, and 320N, and Biochemistry 369  
7. Neuroscience 330 and Biology 365S  
8. Nutrition 312H, 312R, 338H, 342, 343, and 365 (Topic 2: Nutrition and Genes) or 365 (Topic 4: Obesity and Metabolism Health)
9. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor
10. A section of Rhetoric and Writing 309S that is restricted to students in the Dean's Scholars Honors Program
11. Nutrition 355H and 379H
12. Six semester hours of additional coursework in nutrition or related area approved by the departmental honors advisor
13. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts
14. Enough additional coursework to make a total of 120 semester hours

Option VI: International Nutrition

Students in this option must participate for one semester or summer session in a study abroad program in nutrition offered by the University. Students must submit a study abroad application. During the study abroad experience, students complete Nutrition 353, Field Experience in International Nutrition. Additional coursework in nutrition or in the language, culture, or history of the country may be available during the international study experience. All study abroad programs in nutrition must be approved in advance by the international nutrition faculty advisor. A list of other study abroad opportunities in nutrition is maintained in the main office of the School of Human Ecology.

4. Economics 304K or 304L, and at least three semester hours chosen from PSY 301, SOC 302, and ANT 302
5. Three semester hours chosen from the following: Geography 339K, 357, MAS 307, 318, Sociology 335, 354K
6. Second-semester proficiency in a single foreign language
7. Mathematics 408C, 408N, or Statistics and Data Sciences 332
8. Three semester hours of statistics chosen from SDS 302, SDS 304, SDS 306, 325H, and 328M
9. CH 301 or 301H, CH 302 or 302H, CH 204, 320M, and Biochemistry 369
10. Biology 311C or 315H, 325 or 325H, and 365S
11. The following nutrition coursework:
   a. Nutrition 312 or 312H, 312R, 326, and 126L. Students who complete Nutrition 312H and 312R or Biology 315H and 325H are exempt from Nutrition 326 and 126L; students must complete each course with a grade of at least C- before progressing to other upper-division nutrition courses.
   b. One of the following four-semester-hour sequences: NTR 307 and 107L; Biology 326M and 226L; 326R and 226L
   c. Nutrition 338W or 338H, 342, and 343
12. Nutrition 316, 218, 118L, 321, 331, and 353
13. At least nine semester hours, three of which must be upper-division, chosen from one of the following areas:
   a. Health professions: Chemistry 220C, 320N, Biology 206L, 311D, 326M, 346, Nutrition 337, 365 (Topic 2: Nutrition and Genes) or 365 (Topic 4: Obesity and Metabolic Health); Biology 326M may not be counted toward both requirement 11b and requirement 13a.
   c. Behavioral science: HDF 304 or 304H, 313 or 313H, 113L, PSY 308, 319K, Sociology 308D, 319, 320K, 324K
14. Enough additional coursework to make a total of 126 semester hours

Special Requirements

Students in all options must fulfill both the University's General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate under Option IV, students must remain in good standing with an overall grade point average of at least 3.30 and an overall grade point average of 3.50 in all nutritional sciences courses. In addition, student research conducted in courses described in requirement 10 must be presented in an approved public forum, such as the college's annual Undergraduate Research Forum. Students who fail to maintain the required grade point average may be subject to dismissal from the program. Under special circumstances and at the discretion of the nutritional sciences honors advisor, a student may be allowed to continue under academic review.

To graduate under Option V, students must remain in good standing in the Dean's Scholars Honors Program, must submit an honors thesis approved by the departmental honors advisor, and present their research in an approved public forum, such as the college's annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu/innovative-education/undergraduate-research/undergraduate-research-forum (p. 277).

Note:
Nutritional Sciences courses with numbers ending in H are intended for students in Option IV, Honors in Advanced Nutritional Sciences and in Option V, Nutrition Honors. Students outside these options may enroll in these courses with the consent of the nutritional sciences honors advisor.

To be eligible to apply for a dietetic internship or to practice as a Registered Dietetic Technician, additional coursework would be required for students earning a degree in Options II-VI.

Bachelor of Science in Physics

All aspects of the physical universe are of interest to the physicist, who seeks to understand not only the smallest forms of matter and the rich phenomena present in our everyday lives but also the universe itself. Physics has played a critical role in human technological and intellectual development during the twentieth century. The tools of the physicist—observation, imagination, model building, prediction, and deduction—will enable physics to continue this influence into the new century. The Bachelor of Science in Physics degree program is designed to provide the skills, understanding, and outlook required for participation in the discovery of new knowledge about nature.

The Bachelor of Science in Physics program is balanced and broad. It is designed to give the student a strong foundation for graduate study or work in physics and, with additional training, for work in a variety of other areas, such as astronomy, astrophysics, biophysics, chemical physics, computer science, engineering, geophysics, mathematics, medicine, physics teaching, and space sciences. Students who end their formal training with the bachelor's degree may seek employment in industry, in national laboratories, or in teaching; they should consider the options in computation, radiation physics, space sciences, biophysics, and teaching, which augment the broad instruction provided by the basic Bachelor of Science in Physics. For those who plan to teach physics in secondary school, the teaching option provides the courses needed for certification.

Students who plan to follow Option VI, Physics Honors, must be admitted to the Dean's Scholars Honors Program (p. 246).
Prescribed Work Common to All Options

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses with flags are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified.

3. Options I–IV and VII: one of the following foreign language/culture choices: (Students in Options V and VI are exempt from this requirement)
   a. Beginning level proficiency coursework, or the equivalent, in a foreign language
   b. First course in a foreign language and a three-semester-hour course in the culture of the same language area
   c. Two three-semester-hour courses in one foreign culture area; the courses must be chosen from an approved list available in the dean's office and the college advising centers

4. Thirty-six semester hours of upper-division coursework
5. At least 21 semester hours of upper-division coursework, including at least 12 semester hours of upper-division coursework in physics, must be completed in residence at the University

Prescribed Work Common to All Options for Each

Option I: Physics

This option is designed to give the student a strong foundation for graduate study or work in physics and for further study or work in a variety of other areas.

6. CH 301 or 301H, and CH 302 or 302H
7. Six semester hours in biology, geological sciences, or astronomy; a course may not be used to fulfill this requirement if it cannot be counted toward major requirements in the department that offers it
8. PHY 301, 101L, 316, 116L, 315, and 115L
9. Mathematics 408C and 408D or the equivalent, 427J or 427K and 427L, and six additional semester hours of upper-division coursework in mathematics; the following courses are recommended: Mathematics 340L, 361, and 362K; only courses at the level of calculus and above may be counted toward the total number of hours required for the degree
11. One of the following: Physics 352L 362L, 375R, or 375S.
12. Enough additional coursework to make a total of 126 semester hours

Option II: Computation

This option is designed to provide the necessary foundation and hands-on skill in computation for the student who plans a career or further study in computational physics or computer science. Students who complete this option may simultaneously fulfill some of the requirements of the Scientific Computation and Data Sciences Certificate (p. 294).

6. CH 301 or 301H, and CH 302 or 302H
7. Six semester hours in biology, geological sciences, or astronomy; a course may not be used to fulfill this requirement if it cannot be counted toward major requirements in the department that offers it
8. PHY 301, 101L, 316, 116L, 315, and 115L
9. Mathematics 408C and 408D or the equivalent, 427J or 427K and 427L, and six additional semester hours of upper-division coursework in mathematics or statistics and data sciences; Statistics and Data Sciences 329C and Mathematics 362K are recommended; only courses at the level of calculus and above may be counted toward the total number of hours required for the degree
10. Physics 329, 336K, 338K, 352K, 353L, 355, 369, and 373, or their equivalents
11. One of the following scientific computation options:
   a. Computer Science 303E; Computer Science 313E or Statistics and Data Sciences 322, and two courses from two of the areas listed below:
      i. Numerical methods: Chemical Engineering 348, Computer Science 323E, 323H, 367, Mathematics 348, Statistics and Data Sciences 335
      ii. Statistical methods: Biomedical Engineering 335, Mathematics 358K, 378K
   b. Twelve semester hours chosen from E E 306, 312, 316, 319K, and 422C
12. Enough additional coursework to make a total of 126 semester hours

Option III: Radiation Physics

This Option is designed to provide the necessary foundation for the student who plans a career or further study in nuclear engineering, radiation engineering, or health physics.

6. CH 301 or 301H, and CH 302 or 302H
7. Six semester hours in biology, geological sciences, or astronomy; a course may not be used to fulfill this requirement if it cannot be counted toward major requirements in the department that offers it
8. PHY 301, 101L, 316, 116L, 315, and 115L
9. Mathematics 408C and 408D or the equivalent, 427J or 427K and 427L, and six additional semester hours of upper-division coursework in mathematics; the following courses are recommended: Mathematics 340L, 361, and 362K; only courses at the level of calculus and above may be counted toward the total number of hours required for the degree
10. Twenty-four semester hours of upper-division coursework in physics, including Physics 336K, 352K, 353L, 355, 362L, 369, and 373, or their equivalents
12. Enough additional coursework to make a total of 126 semester hours

Option IV: Space Sciences

This Option is designed to provide the necessary foundation for the student who plans a career or further study in space sciences.
6. CH 301 or 301H, and CH 302 or 302H
7. Six semester hours in biology, geological sciences, or astronomy; a course may not be used to fulfill this requirement if it cannot be counted toward major requirements in the department that offers it
8. PHY 301, 101L, 316, 116L, 315, and 115L
9. Mathematics 408C and 408D or the equivalent, 427J or 427K and 427L, and six additional semester hours of upper-division coursework in mathematics; the following courses are recommended: Mathematics 340L, 361, and 362K; only courses at the level of calculus and above may be counted toward the total number of hours required for the degree
11. Either 15 semester hours of upper-division coursework in aerospace engineering or 12 hours in aerospace engineering and three additional hours of upper-division coursework in physics
12. Enough additional coursework to make a total of 126 semester hours

Option V: Teaching

This Option is designed to fulfill the course requirements for certification as a middle grades or secondary school science teacher in Texas; the student chooses composite science certification with physics as the primary teaching field, physical sciences certification, physics/mathematics certification, or mathematics, physical science, and engineering certification. However, completion of the course requirements does not guarantee the student’s certification. For information about additional requirements, students should consult the UTeach-Natural Sciences academic advisor.

6. PHY 301, 101L, 316, 116L, 315, and 115L
7. Mathematics 408C and 408D or the equivalent, 427J or 427K, and 427L
8. At least 18 semester hours of upper-division coursework in physics, consisting of Physics 341 (Topic 7: Research Methods: UTeach), 353L, 355, and three of the following courses: Physics 329, 333, 336K, 338K, 352K, 373, Science 365; with the consent of the UTeach-Natural Sciences undergraduate advisor, an upper-division physics course that includes a substantial research component may be substituted for Physics 341
9. History 329U or Philosophy 329U
10. The requirements of one of the following certification areas:
   a. For composite science certification:
      i. Biology 311C and 311D
      ii. CH 301 or 301H and CH 302 or 302H
      iii. Six hours of coursework in geological sciences; courses intended for non-science majors may not be counted toward this requirement
      iv. Enough additional approved coursework in biology, chemistry, or geological sciences to provide the required 12 hours in a second field
   b. For physical sciences certification:
      i. CH 301 or 301H, CH 302 or 302H, CH 204 or 317, 353, 153K, 154K, 354L, and 455 or 456
      ii. Three additional hours of upper-division coursework in physics
   d. For mathematics, physical science, and engineering certification:
      i. Mathematics 315C, 325K, 333L, 358K, and 362K
      ii. CH 301 or 301H, CH 302 or 302H, and CH 204
   iii. E S 301; and Mechanical Engineering 377K upon approval of the project by the UTeach Program.
11. Eighteen semester hours of professional development coursework consisting of:
   b. Curriculum and Instruction 365C or UTeach-Natural Sciences 350
   c. Curriculum and Instruction 365D or UTeach-Natural Sciences 355
   d. Curriculum and Instruction 365E or UTeach-Natural Sciences 360
   e. UTS 101, 110, and 170
12. Students seeking middle grades certification must complete the following courses: Educational Psychology 350G, or PSY 301 and PSY 304, and Curriculum and Instruction 339E
13. Enough additional coursework to make a total of at least 126 semester hours

Option VI: Physics Honors

6. Breadth requirement: Biology 315H and 325H, Chemistry 301H and 302H, and Mathematics 427J and 427L; at least one of the math courses must be a designated honors section; credit earned by examination may not be counted toward this requirement
7. Mathematics 340L and 361
8. PHY 301, 101L, 316, 116L, 315, and 115L
10. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor
11. A section of Rhetoric and Writing 309S that is restricted to students in the Dean’s Scholars Honors Program
12. Physics 379H and a three-semester-hour upper-division research course approved by the departmental honors advisor
13. Ten additional semester hours of coursework approved by the departmental honors advisor
14. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts
15. Enough additional coursework to make a total of 120 semester hours

Option VII: Biophysics

6. CH 301 or 301H and CH 302 or 302H
7. Either Biology 311C, 311D, and 325 or Biology 315H and 325H; Biology 206L
8. PHY 301, 101L, 316, 116L, 315, and 115L
9. Mathematics 408C and 408D or the equivalent, 427J or 427K and 427L, and six additional semester hours of upper-division coursework in mathematics; the following courses are recommended: Mathematics 340L, 361, and 362K
10. Physics 336K, 345, 352K, 353L, 355, 369, 373, and 373 or their equivalents
11. Either Chemistry 320M or 328M, and Biochemistry 369
12. Complete one of the following areas:
   a. Cell Biology: Biology 320
   b. Microbiology: Biology 326R
   c. Developmental Biology: Biology 349
   d. Neurobiology: Neuroscience 371M
   e. Virology: Biology 330
   f. Computation: Statistics and Data Sciences 335 and Biology 337J
A list of recommended biology laboratory courses that complement the lecture courses listed in 12a through 12e are available in the advising center and the dean’s office.
13. Enough additional coursework to make a total of 126 semester hours

Special Requirements

Students in all options must fulfill both the University's General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate and be recommended for certification, students who follow the Teaching Option must have a University grade point average of at least 2.50. They must earn a grade of at least C- in the supporting course in requirement 9 and in each of the professional development courses listed in requirement 11 and must pass the final teaching portfolio review; those seeking middle grades certification must also earn a grade of at least C- in each of the courses listed in requirement 12. Information about the portfolio review and additional teacher certification requirements is available from the UTeach-Natural Sciences academic advisor.

To graduate under Option VI, students must remain in good standing in the Dean's Scholars Honors Program, must submit an honors thesis approved by the departmental honors advisor, and present their research in an approved public forum, such as the college's annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu/innovative-education/undergraduate-research/undergraduate-research-forum.

Bachelor of Science in Public Health

The Bachelor of Science in Public Health prepares graduates for entry-level positions in public health and equips them to pursue certificate and graduate degrees in the field. All of the options offer broad-based training in the five core areas of public health. Option I offers a choice of six areas of specialization.

Students for whom the degree is appropriate include those interested in health careers and in dual graduate degree programs in medicine and public health. The degree is administered by the School of Human Ecology.

Option I students who plan to follow Option III must apply for admission. Admission requirements for Option III are given in The Bachelor of Science in Public Health, Option III. Students who plan to follow Option II must be admitted to the Dean's Scholars Honors Program (p. 246).

Prescribed Work Common to All Options

In the process of fulfilling degree requirements, all students must complete:

1. Foundation courses:
   a. Public health: Public Health 317
   b. Microbiology: Biology 326M and 226L
   c. Nutrition and physiology: Nutrition 312 or 312H, 112L, and Biology 365S
   d. Social and behavioral sciences: One of the following: Economics 304K, 304L, PSY 301, Sociology 319, 354K
   e. Political science/government: Government 358 or Management 320F
2. Public health core*:
   a. Biostatistics: Statistics and Data Sciences 328M
   b. Environmental health sciences: Public Health 338
   c. Epidemiology: Public Health 354
   d. Global health: Public Health 334
   e. Health policy and health systems: Public Health 358D
   f. Health behavior theory and practice: Public Health 356
3. Core curriculum
4. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flag from the same course. Students are encouraged to discuss options with their academic advisers.

5. At least 21 semester hours of upper-division coursework must be completed in residence at the University. All students must complete at least 36 semester hours of upper-division coursework.

Additional Prescribed Work for Each Option

Option I: Public Health

6. Mathematics 408C, 408N, or 408R.
7. Biology 311C, 311D, and 325 or Biology 315H and 325H. These courses must be completed before the student progresses to other upper-division biology and upper-division public health courses.
8. CH 301 or 301H, CH 302 or 302H, CH 204, 320M, and Biochemistry 369.
9. At least nine hours from one of the following areas of specialization; courses counted toward requirement 1 may not be used to fulfill this requirement.

Economics 304K and 304L may not count toward both requirement 1d and requirement 9c. Government 358 may not count toward both requirement 1e and requirement 9c. Management 320F may not count toward both requirement 1e and requirement 9c. Sociology 354K may not count toward both requirement 1d and 9c.

Sociology 319 and 354K may not count toward both requirement 1d and requirement 8f.

10. One of the following foreign language/culture choices:
   a. Beginning level proficiency coursework, or the equivalent, in a foreign language
   b. First course in a foreign language and a three-semester-hour course in the culture of the same language area
   c. Two three-semester-hour courses in one foreign culture area; the courses must be chosen from an approved list available in the dean’s office and the college advising centers

11. Enough additional coursework to make a total of 120 semester hours

**Option II: Public Health Honors**

6. Breadth requirement: An honors mathematics course; Biology 315H and 325H; Chemistry 301H and 302H; credit by examination may not count toward this requirement

7. In fulfilling requirement 2a, students must complete an honors statistics course

8. CH 204, 320M, and Biochemistry 369

9. A section of UGS 302 or UGS 303 that is approved by the program honors adviser

10. A section of Rhetoric and Writing 309S that is restricted to students in the Dean’s Scholars Honors Program

11. Two semesters of Public Health 379H

12. Nine additional hours of coursework approved by the departmental honors adviser

13. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts

14. Enough additional coursework to make a total of 120 semester hours

**Option III: Advanced Program**

This program provides students with a foundation in the natural sciences applied to public health and advanced specialist training in preparation for a leadership position in public health practice. This program leads to the completion of the Bachelor of Science in Public Health and the Master of Public Health, awarded by the School of Public Health at the University of Texas Health Sciences Center at Houston. During the senior year, students complete the first year of the Master of Public Health at the Austin Regional Campus. The second year of the Master of Public Health is completed at one of the five regional campuses in Austin, Brownsville, Dallas, El Paso, Houston, and San Antonio. Upon completion of the first year of the Master of Public Health, coursework may be applied toward Option III requirements. Option III students may apply to graduate upon completion of the undergraduate degree requirements and prior to the completion of the Master of Public Health.

6. Mathematics 408C, 408N, or 408R

7. Biology 311C, 311D, and 325; or 315H and 325H; these courses must be completed before the student progresses to other upper-division biology and upper-division public health courses

8. CH 301 or 301H, CH 302 or 302H, CH 204, 320M, and Biochemistry 369

9. One of the following foreign language/culture choices:
   a. Beginning level proficiency coursework, or the equivalent, in a foreign language
   b. First course in a foreign language and a three-semester-hour course in the culture of the same language area
   c. Two three-semester-hour courses in one foreign culture area; the courses must be chosen from an approved list available in the dean’s office and the college advising centers

10. Enough additional coursework to make a total of 120 semester hours; a maximum of 18 hours of graduate coursework completed at the School of Public Health at the University of Texas Health Sciences Center may be applied as elective hours toward the Bachelor of Science in Public Health, Option III: Advanced Program, if needed to reach a total of 120 hours.

* Graduate coursework may not be applied toward the public health core requirements 2a through 2f.

**Special Requirements**

Students must fulfill both the University’s General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C in each foundation course, public health core course, and mathematics and science course required by the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

**Additional Requirements for Option II**

To graduate under Option II, students must remain in good academic standing in the Dean’s Scholars Program, must submit an honors thesis approved by the departmental honors adviser, and present their research in an approved public forum, such as the college’s annual Undergraduate Research Forum.

**Additional Requirements for Option III**

Students admitted to Option III are required to follow the admission schedule and policies of Master of Public Health program at the School of Public Health at The University of Texas Health Sciences Center at Houston. Students are expected to make continuous progress toward the undergraduate and graduate degrees by completing required undergraduate and graduate public health coursework each semester of the fourth year. Students who fail to complete graduate coursework two long-session semesters in a row will be removed from the program and must re-enroll at the University of Texas at Austin to complete the Bachelor of Science in Public Health Option I. Students will be notified prior to removal from the graduate program. Students must earn the Bachelor of Science in Public Health in their fourth year to be eligible to continue in the Master of Public Health program in their fifth year.

**Bachelor of Science in Textiles and Apparel**

The Division of Textiles and Apparel is a place to get a broad-based education, well suited for career opportunities. Students in the Division of Textiles and Apparel enjoy a wide range of academic programs and career opportunities. They study the art of design, the science of
chemistry and physics, and the application of retail and management principles, through the lens of history. Majors come in three packages: merchandising and consumer sciences; apparel, functional, and technical design; and textile conservation and museum studies. Each program provides hands-on experience with rapidly evolving retail environments, intercultural practices and customs, consumer behavior, apparel and fashion design, computer-aided design, fashion show production and event organization, garment conservation and museum management, and fiber and fabric testing. Capstone retail merchandising and apparel design programs take students to high-profile venues and provide rich opportunities in honors programs. Internships are available to enhance the educational experience and ensure strong career opportunities. Basic research is being conducted in bio-based fibers and specialized fabrics, and 3D technology to address basic human needs. Research is also conducted involving the effects of change and new technologies on the development and distribution of creative textile products. The Division of Textiles and Apparel is a marvelous place to get a broad-based education, well suited for rewarding career opportunities.

Prescribed Work Common to All Options

In the process of fulfilling degree requirements, all students must complete:

1. Core curriculum
2. Skills and experience flags:
   a. Writing: two flagged courses beyond RHE 306 or its equivalent, including one at the upper-division level
   b. Quantitative reasoning: one flagged course
   c. Global cultures: one flagged course
   d. Cultural diversity in the United States: one flagged course
   e. Ethics: one flagged course
   f. Independent inquiry: one flagged course

Courses that may be used to fulfill flag requirements are identified in the Course Schedule. They may be used simultaneously to fulfill other requirements, unless otherwise specified. Please note, students may not earn the cultural diversity in the United States and the global cultures flags from the same course. Students are encouraged to discuss options with their academic advisors.

Prescribed Work for Each Option

Option I: Apparel, Functional, and Technical Design

3. Mathematics 408C, 408N or Statistics and Data Sciences 332
4. One of the following: SDS 301, SDS 302, SDS 303, SDS 304, SDS 305, SDS 306, or Educational Psychology 371
5. CH 301 or 301H, CH 302 or 302H, and CH 204; and Biology 311C
6. ECO 301 or 304K
7. The following textiles and apparel courses:
   a. Core courses: TXA 301, TXA 205, 105L, 313, 214K, 214L, 328, 331, 260L, and 260M; and two of the following courses: Textiles and Apparel 325L, 325M, and 327
8. Thirty-six semester hours of upper-division coursework, of which at least 18 must be within and at least nine must be outside the School of Human Ecology. At least 21 semester hours of upper-division coursework must be taken in residence at the University
9. Enough additional coursework to make a total of 120 semester hours

Option II: Merchandising and Consumer Sciences

In addition, students following the merchandising option must complete the following degree-level requirements. In some cases, courses that fulfill degree-level requirements also meet the requirements of the core.

3. Mathematics 408C, 408N, or Statistics and Data Sciences 332
4. One of the following: SDS 301, SDS 302, SDS 303, SDS 304, SDS 305, SDS 306, or Educational Psychology 371
5. CH 301 or 301H, CH 302 or 302H, and CH 204; and Biology 311C
6. ECO 301 or 304K
7. The following textiles and apparel courses:
   a. Core courses: TXA 301, TXA 205, 105L, 313, 214K, 214L, 328, 331, 260L, and 260M; and two of the following courses: Textiles and Apparel 325L, 325M, and 327
8. Twenty-two semester hours selected from the three streams of textiles and apparel courses with at least three semester hours in each of the streams: apparel, technical, and functional design; merchandising and consumer science; and textile conservation and museum studies, as well as Human Development and Family Sciences 322 with consent of the honors advisor
9. Six hours of textiles and apparel, including Textiles and Apparel 379H. In all cases, students will be required to conduct research and write a thesis. In some cases, this thesis will be accompanied by a portfolio of work
10. Six additional semester hours from biology, chemistry, computer science, engineering, mathematics or physics. Courses designed for non-science majors may not be counted toward this requirement
11. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts
12. Thirty-six semester hours of upper-division coursework. At least 21 semester hours of upper-division coursework must be taken in residence at the University
13. Twelve additional semester hours of coursework approved by the departmental honors advisor
14. Enough additional coursework to make a total of 120 semester hours

Option III: Textiles and Apparel Honors

3. Mathematics 408C, 408N, or Statistics and Data Sciences 332
4. Breadth Requirement: An approved calculus course and an approved statistics course (one of these must be honors); Chemistry 301H and 302H; Biology 315H and 325H. Credit earned by examination may not be counted toward this requirement.
5. A section of UGS 302 or UGS 303 that is approved by the departmental honors advisor
6. A section of Rhetoric and Writing 309S that is restricted to students in the Dean’s Scholars Honors Program
7. Textiles and Apparel 105L, TXA 205, 327, 328, 260L, and 260M
8. Twenty-two semester hours selected from the three streams of textiles and apparel courses with at least three semester hours in each of the streams: apparel, technical, and functional design; merchandising and consumer science; and textile conservation and museum studies, as well as Human Development and Family Sciences 322 with consent of the honors advisor
9. Six hours of textiles and apparel, including Textiles and Apparel 379H. In all cases, students will be required to conduct research and write a thesis. In some cases, this thesis will be accompanied by a portfolio of work
10. Six additional semester hours from biology, chemistry, computer science, engineering, mathematics or physics. Courses designed for non-science majors may not be counted toward this requirement
11. Six semester hours of coursework from the College of Liberal Arts and/or the College of Fine Arts
12. Thirty-six semester hours of upper-division coursework. At least 21 semester hours of upper-division coursework must be taken in residence at the University
13. Twelve additional semester hours of coursework approved by the departmental honors advisor
14. Enough additional coursework to make a total of 120 semester hours
Option IV: Textile Conservation and Museum Studies

3. Mathematics 408C, 408N, or Statistics and Data Sciences 332
4. One of the following: SDS 301, SDS 302, SDS 303, SDS 304, SDS 305, SDS 306, or Educational Psychology 371
5. CH 301 or 301H, CH 302 or 302H, CH 204, and 320M
6. ANT 302 and ANT 304
7. The following textiles and apparel courses:
   a. Core courses: TXA 301, TXA 205, 105L, 313, 214K, 214L, 328, 331, 260L, and 260M; and two of the following courses: Textiles and Apparel 325L, 325M, and 327
8. Thirty-six semester hours of upper-division coursework, of which at least 18 must be within and at least 12 must be outside the School of Human Ecology
9. Enough additional coursework to make a total of 126 semester hours

Special Requirements

Students must fulfill both the University's General Requirements (p. 19) for graduation and the college requirements (p. 250). They must also earn a grade of at least C- in each mathematics and science course required for the degree, and a grade point average in these courses of at least 2.00. More information about grades and the grade point average is given in the General Information Catalog.

To graduate under Option III, students must remain in good standing in the Dean's Scholars Honors Program (p. 246), must submit an honors thesis approved by the departmental honors advisor, and must present their research in an approved public forum, such as the college's annual Undergraduate Research Forum. More information about the Undergraduate Research Forum is available at https://cns.utexas.edu/innovative-education/undergraduate-research/undergraduate-research-forum.

Order and Choice of Work

The student should consult the faculty advisor each semester about order and choice of work and balancing the laboratory load. Students should also check prerequisite requirements carefully.

Minor and Certificate Programs

In the College of Natural Sciences, only one transcript-recognized minor or transcript-recognized certificate may be declared per major.

A student who wishes to pursue more than one transcript-recognized minor or transcript-recognized certificate per major must consult with his or her academic advisor to get permission from the College. When considering whether to grant an exception and allow pursuit of another transcript-recognized credential, the academic advisor will take into account the student's long-term education/professional goals and the student's ability to graduate within four years of entering the university.

Students admitted to transcript-recognized certificate and transcript-recognized minor programs must contact their academic advisors to have approved programs added to their degree audit profiles. This allows progress toward the programs to be tracked and ensures that certificates and minors are added to official transcripts upon graduation, if all requirements are met.

Minor

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minor and Certificate Programs (p. 13) section of the Undergraduate Catalog.

Certificate Programs

Undergraduate certificate programs encourage students to explore academic areas that support and extend their degree plans. The following certificates require at least 18 semester hours of coursework, some of which may also be used to fulfill degree requirements. Undergraduates who complete the certificate requirements in conjunction with their degree requirements or within one year after earning the degree will receive a certificate and recognition on their University transcript. A maximum of nine hours in the certificate program may be taken after completion of the undergraduate degree. At least half of the required coursework in the certificate program must be completed in residence at the University.

Applied Statistical Modeling Certificate

The certificate in Applied Statistical Modeling equips undergraduate students with the tools necessary to understand how to apply statistics to their primary field of study. This certificate program is designed to complement diverse degree programs and to appeal to students across the University in engineering, science, economics, mathematics, and many other disciplines. Certificate students will complete one course in the mathematical foundations of statistics, a two-course sequence in applied statistics, and nine additional hours in statistics, machine learning, econometrics, and other relevant courses from the approved list below.

Admission to the certificate is by application only. Students may download an application from the Department of Statistics and Data Sciences webpage. Students seeking the certificate must also complete the prerequisite course Mathematics 408C, 408L, 408N, 408R, or 408S with a grade of at least C.

The certificate consists of 18 hours. Students must receive a grade of at least C in each course applied toward the certificate and have a cumulative grade point average of at least 3.0 in the courses presented to fulfill the certificate. Courses that appear in multiple approved course lists may be used to satisfy only one requirement. Students must contact the Department of Statistics and Data Sciences in the semester in which they are completing the requirements and graduating.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical foundation of statistics</td>
<td>3</td>
</tr>
<tr>
<td>BME 335 Engineering Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>E E 351K Probability and Random Processes</td>
<td></td>
</tr>
<tr>
<td>M 362K Probability I</td>
<td></td>
</tr>
<tr>
<td>SDS 321 Introduction to Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>Sequence in applied statistics</td>
<td>6</td>
</tr>
<tr>
<td>Choose one of the following:</td>
<td></td>
</tr>
<tr>
<td>ECO 329 Economic Statistics</td>
<td></td>
</tr>
<tr>
<td>EDP 371 Introduction to Statistics</td>
<td></td>
</tr>
<tr>
<td>GOV 350K Statistical Analysis in Political Science</td>
<td></td>
</tr>
<tr>
<td>M 358K Applied Statistics</td>
<td></td>
</tr>
</tbody>
</table>
Statistics and Research Design
SOC 317L Introduction to Social Statistics
SDS 328M Biostatistics
And one of the following:
ECO 441K Introduction to Econometrics
M 349R Applied Regression and Time Series
STA 371G Statistics and Modeling
STA 371H Statistics and Modeling: Honors
STA 375 Statistics and Modeling for Finance
STA 375H Statistics and Modeling for Finance: Honors
SDS 325H Honors Statistics
SDS 332 Statistical Models for the Health and Behavioral Sciences
SDS 352 Statistical Methods
SDS 358 Special Topics in Statistics (Topic 1: Applied Regression Analysis)

Nine hours of coursework out of the following: 1 9
ADV 344K Advertising Research
C S 342 Neural Networks
C S 343 Artificial Intelligence
C S 363D Introduction to Data Mining
CMS 348 Communication Research Methods
ECO 354K Introductory Game Theory
ECO 342L Advanced Econometrics
E E 461P Data Science Principles
GEO 325K Computational Methods
GEO 365N Seismic Data Processing
HED 343 Foundations of Epidemiology
HED 373 Evaluation and Research Design
KIN 376 Measurement in Kinesiology
LIN 350 Special Topics in the Study of Language (Topic 15: Computational Semantics)
M 339J Probability Models with Actuarial Applications
M 349P Actuarial Statistical Estimates
M 362M Introduction to Stochastic Processes
M 378K Decision Analytics
M 378P Decision Analytics
MIS 373 Topics in Management Information Systems (Topic 11: Advanced Analytics Programming)
MIS 373 Topics in Management Information Systems (Topic 17: Predictive Analytics and Data Mining)
PBH 354 Epidemiology
PGE 378 Applied Reservoir Characterization
PSY 325K Advanced Statistics
SDS 323 Statistical Learning and Inference
SDS 348 Computational Biology and Bioinformatics
SDS 353 Advanced Multivariate Modeling

Please Note:
Statistics and Data Sciences 358 (Topic 1: Applied Regression Analysis) may only be counted toward one requirement.

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1. Students are encouraged to select courses within their own majors or colleges as appropriate. The Statistics and Data Sciences courses listed are available to students in all majors.

Computational Science and Engineering Certificate

The Computational Science and Engineering Certificate program is sponsored by the Cockrell School of Engineering, the Jackson School of Geosciences, the College of Liberal Arts, and the College of Natural Sciences; it is administered by the Institute for Computational Engineering and Sciences (ICES). Information regarding the specific requirements of the Certificate can be found in the Cockrell School of Engineering’s Minor and Certificates section (p. 144) of the Undergraduate Catalog.

The Elements of Computing Program Certificate

The Elements of Computing Program, administered by the Department of Computer Science, is designed to support computational work in disciplines other than computer science and to provide students with skills in the use of computer applications. Any non-computer science major may take any elements of computing course for which he or she meets the prerequisite. No application process is required.

To earn the Elements of Computing Certificate, students must complete 18 semester hours of coursework with a grade of at least C- in each course.

The following coursework is required:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>C S 303E Elements of Computers and Programming (or the equivalent)</td>
<td>3</td>
</tr>
<tr>
<td>C S 313E Elements of Software Design (or the equivalent)</td>
<td>3</td>
</tr>
</tbody>
</table>

Four of the following courses: 12
C S 302N Topics in Computer Science for Nonmajors
C S 324E Elements of Graphics and Visualization
C S 326E Elements of Networking
C S 327E Elements of Databases
C S 328E Topics in Elements of Computing
C S 329E Advanced Topics in Elements of Computing
C S 330E Elements of Software Engineering I
Evidence and Inquiry Certificate

The Evidence and Inquiry Certificate, pursued by students in the Polymathic Scholars Program and open by application to others, allows students to design an area of study shaped by questions that require evidence and methodologies outside their major. Students work with faculty to identify interests, map them onto academic disciplines at the University, and determine questions related to those interests that might be answerable by research that combines expertise from at least two disciplines. Students describe their area of study, identify primary questions, name two University of Texas at Austin faculty members with research experience relevant to their field, and justify the courses they would take in a written proposal that must be reviewed by three members of the program’s faculty steering committee. Students complete an original research thesis in their final year. Those who plan to pursue the certificate must apply no later than the end of their third long semester. More information about the Evidence and Inquiry Certificate is available on the College of Natural Sciences website.

The certificate program requires 22 semester hours of coursework, including at least 11 hours completed in residence. Students must meet the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four additional courses, including at least six semester hours of upper-division coursework, from the student’s approved evidence and inquiry area of study</td>
<td>12</td>
</tr>
<tr>
<td>Senior Capstone Sequence</td>
<td>6</td>
</tr>
<tr>
<td>NSC 323 Natural Sciences Topics (Topic 1: Polymathic Capstone Thesis Preparation Seminar)</td>
<td></td>
</tr>
<tr>
<td>NSC 371 Capstone Thesis Seminar</td>
<td></td>
</tr>
</tbody>
</table>

In the College of Natural Sciences, the Evidence and Inquiry Certificate may be used to complement any major. Some certificate courses will also fulfill degree requirements established by the student’s major department and are given later in this section; however, some of the 22 hours required for the certificate may be in addition to the number of hours required for the degree.

Food and Society Certificate

Though food-related issues vary widely in focus, they are all linked by their complexity and are deeply interdisciplinary in nature, each relating to topics of health and nutrition, genetics, politics, culture, the environment, economics, and business. Students will be able to appreciate the full range of these interdisciplinary ties and apply new perspectives to their primary academic majors and careers.

Students completing the certificate will be able to apply a more comprehensive understanding of the implications of their food-related actions and decisions; find better solutions to today’s complex problems; formulate more effective public policy; become better informed and active citizens; and make healthier choices for themselves and their families.

No admission to the certificate is required. Students must contact the advising office in the School of Human Ecology to apply for the certificate the semester before the certificate requirements are met. The certificate consists of 18 hours, of which nine hours must be in upper-division coursework. Courses must be completed with minimum grades of at least C—unless the course is offered only on the pass/fail basis. Students also seeking the Bachelor of Science in Nutrition may count a maximum of six hours in nutrition toward the food and society certificate.

Some of the courses may contain prerequisites that are in addition to the coursework for the certificate.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three hours of introductory nutrition chosen from the following:</td>
<td>3</td>
</tr>
<tr>
<td>NTR 312 Introduction to Nutritional Sciences</td>
<td></td>
</tr>
<tr>
<td>NTR 312H Introduction to Nutritional Sciences: Honors</td>
<td></td>
</tr>
<tr>
<td>Fifteen hours selected from a minimum of two themes chosen from table 1, 2 and 3 below.</td>
<td>15</td>
</tr>
</tbody>
</table>

1. No more than nine hours in a single theme may be applied toward the certificate.

1. Nutrition and Health

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 218 Assessment of Nutritional Status &amp; NTR 118L Assessment of Nutritional Status Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>NTR 315 Nutrition through the Life Cycle</td>
<td>3</td>
</tr>
<tr>
<td>NTR 330 Nutrition Education and Counseling</td>
<td>3</td>
</tr>
<tr>
<td>NTR 321 International Nutrition: The Developing World</td>
<td>3</td>
</tr>
<tr>
<td>NTR 334 Foodservice Systems Management</td>
<td>3</td>
</tr>
<tr>
<td>NTR 353 Field Experience in International Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>NTR 365 Selected Topics in Nutritional Sciences (Topic 4: Obesity and Metabolic Health)</td>
<td>3</td>
</tr>
<tr>
<td>SOC 308S Introduction to Health and Society</td>
<td>3</td>
</tr>
</tbody>
</table>

2. Culture and History

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 316 Culture and Food</td>
<td>3</td>
</tr>
<tr>
<td>AMS 370 Seminar in American Culture (Topic 26: American Food)</td>
<td>3</td>
</tr>
<tr>
<td>C C 340 Advanced Topics in Classical Archaeology (Topic 6: Food, Health, and Culture in the Ancient Mediterranean)</td>
<td>3</td>
</tr>
<tr>
<td>C C 348 Topics in Ancient Civilization (Topic 14: Ancient Greek Medicine)</td>
<td>3</td>
</tr>
</tbody>
</table>

3. Politics, Economics, and Environment

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NTR 331 International Nutrition: Social and Environmental Policies</td>
<td>3</td>
</tr>
<tr>
<td>NTR 332 Community Nutrition</td>
<td>3</td>
</tr>
<tr>
<td>GRG 331K Nature, Society, and Adaptation</td>
<td>3</td>
</tr>
<tr>
<td>GRG 344K Global Food, Farming, and Hunger</td>
<td>3</td>
</tr>
</tbody>
</table>
Forensic Science Certificate

The Forensic Science Certificate provides an interdisciplinary perspective for students interested in careers in forensic science.

Students seeking employment in forensic science laboratories upon graduation are encouraged to select biology and chemistry courses. Some of these courses may require introductory biology and chemistry courses as prerequisites.

Students must apply online for admission to the certificate through the university-wide portal for transcript-recognized certificates as soon as they decide to pursue the certificate. The certificate consists of 18 hours, including six upper-division hours, with grades of at least C-:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six hours chosen from any of the following courses relevant to forensic science:</td>
<td>6</td>
</tr>
<tr>
<td>Criminalistics:</td>
<td></td>
</tr>
<tr>
<td>SOC 325K</td>
<td>Criminology</td>
</tr>
<tr>
<td>SOC 325L</td>
<td>Sociology of Criminal Justice</td>
</tr>
<tr>
<td>SOC 336P</td>
<td>Social Psychology and the Law</td>
</tr>
<tr>
<td>Behavioral Science:</td>
<td></td>
</tr>
<tr>
<td>PSY 319K</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSY 352</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>Pharmacology:</td>
<td></td>
</tr>
<tr>
<td>NEU 365D</td>
<td>Principles of Drug Action</td>
</tr>
<tr>
<td>Forensic Science:</td>
<td></td>
</tr>
<tr>
<td>ANT 366</td>
<td>Anatomy and Biology of the Human Skeleton</td>
</tr>
<tr>
<td>Six hours chosen from any of the following areas:</td>
<td>6</td>
</tr>
<tr>
<td>Anatomy and Physiology:</td>
<td></td>
</tr>
<tr>
<td>ANT 432L</td>
<td>Primate Anatomy</td>
</tr>
<tr>
<td>BIO 365S</td>
<td>Human Systems Physiology</td>
</tr>
<tr>
<td>BIO 446L</td>
<td>Human Microscopic and Gross Anatomy</td>
</tr>
<tr>
<td>BIO 361T</td>
<td>Comparative Animal Physiology</td>
</tr>
<tr>
<td>BIO 165U</td>
<td>Human Systems Physiology Laboratory</td>
</tr>
<tr>
<td>BIO 371L</td>
<td>Experimental Physiology</td>
</tr>
<tr>
<td>Chemistry:</td>
<td></td>
</tr>
<tr>
<td>BCH 369</td>
<td>Fundamentals of Biochemistry</td>
</tr>
<tr>
<td>CH 220C</td>
<td>Organic Chemistry Laboratory</td>
</tr>
<tr>
<td>CH 320M</td>
<td>Organic Chemistry I</td>
</tr>
<tr>
<td>CH 320N</td>
<td>Organic Chemistry II</td>
</tr>
<tr>
<td>CH 455</td>
<td>Fundamentals of Analytical Chemistry</td>
</tr>
<tr>
<td>Genetics and Microbiology:</td>
<td></td>
</tr>
<tr>
<td>ANT 349C</td>
<td>Human Variation</td>
</tr>
<tr>
<td>ANT 349D</td>
<td>Anthropological Genetics</td>
</tr>
<tr>
<td>BIO 325</td>
<td>Genetics</td>
</tr>
<tr>
<td>BIO 325L</td>
<td>Laboratory Experience in Genetics</td>
</tr>
<tr>
<td>BIO 325T</td>
<td>Human Genetics</td>
</tr>
</tbody>
</table>

Marine Science Certificate

The Marine Science transcript-recognized certificate enables students to explore the field of marine science. The certificate provides a foundation of basic competency in the fundamentals of marine science, along with specialized upper-division coursework in aquatic science. The knowledge of aquatic science that students gain through the certificate will help them to be competitive for employment or graduate study in this field.

The certificate consists of a minimum of 19 hours with grades of at least C-. Most of the courses in the certificate contain prerequisites of one year of general biology and one year of general chemistry.

Marine and Freshwater Biology and Marine and Freshwater Science majors are not eligible to earn the certificate. Environmental Science majors may count no more than nine hours of degree requirements toward the Marine Science certificate.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNS 310</td>
<td>Fundamentals of Marine Science</td>
</tr>
<tr>
<td>MNS 320</td>
<td>Marine Ecology</td>
</tr>
<tr>
<td>MNS 120L</td>
<td>Laboratory Studies in Marine Ecology</td>
</tr>
<tr>
<td>Three hours chosen from:</td>
<td>3</td>
</tr>
<tr>
<td>BIO 311C</td>
<td>Introductory Biology I</td>
</tr>
<tr>
<td>BIO 311D</td>
<td>Introductory Biology II</td>
</tr>
<tr>
<td>BIO 315H</td>
<td>Advanced Introduction to Genetics: Honors</td>
</tr>
<tr>
<td>CH 301H</td>
<td>Principles of Chemistry I: Honors</td>
</tr>
<tr>
<td>CH 302H</td>
<td>Principles of Chemistry II: Honors</td>
</tr>
<tr>
<td>Nine hours from the following, including at least six hours at the Marine Science Institute in Port Aransas, Texas:</td>
<td>9</td>
</tr>
<tr>
<td>MNS 440</td>
<td>Limnology and Oceanography</td>
</tr>
<tr>
<td>MNS 152L</td>
<td>Principles of Marine Science: Laboratory Studies</td>
</tr>
<tr>
<td>MNS 252L</td>
<td>Principles of Marine Science: Laboratory Studies</td>
</tr>
<tr>
<td>MNS 152S</td>
<td>Principles of Marine Science: Undergraduate Seminar</td>
</tr>
<tr>
<td>MNS 252S</td>
<td>Principles of Marine Science: Undergraduate Seminar</td>
</tr>
<tr>
<td>MNS 152T</td>
<td>Principles of Marine Science: Special Topics</td>
</tr>
<tr>
<td>MNS 252T</td>
<td>Principles of Marine Science: Special Topics</td>
</tr>
<tr>
<td>MNS 348</td>
<td>Training Cruise(s) (Topic 1: Training Cruise(s): Research in Biological Oceanography)</td>
</tr>
<tr>
<td>MNS 352</td>
<td>Principles of Marine Science</td>
</tr>
</tbody>
</table>
Pre-Health Professions Certificate

The Pre-Health Professions Certificate assists students in preparing for post-baccalaureate, healthcare professional programs. The certificate consists of a minimum of 18 hours, including nine hours in residence. Each course presented for the certificate must be completed with a grade of at least C-.

The certificate is composed of two separate tracks: a track for majors in the College of Natural Sciences, and a track for majors in other colleges across the university. Students must apply online for admission to the certificate through the university-wide portal for transcript recognized certificates.

Students are encouraged to work closely with the Health Professions Office to select healthcare themes relevant to their professional career goals. Some of the courses may contain prerequisites that are in addition to the coursework for the certificate.

Majors in the College of Natural Sciences must seek the Science Major Track.

Majors outside of the College of Natural Sciences must seek the Non-Science Major Track. The composition of the non-science major track is science coursework necessary for admission to post-baccalaureate, healthcare professional programs. Non-science majors may apply to the certificate program upon completion of the following courses with grades of at least B: CH 301 or CH 302, and one of the following: SDS 302, Mathematics 408C, 408K, 408N, or 408R. Upon admission, the ability to progress in the certificate is dependent on completion of the certificate courses with satisfactory grades.

Science Major Track

Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 310</td>
<td>18</td>
<td>Introductory Topics in Asian American Studies (Topic 1: Psychological Perspectives on Asian American Identity)</td>
</tr>
</tbody>
</table>

Cultural Awareness:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAS 310</td>
<td>18</td>
<td>Introductory Topics in Asian American Studies (Topic 1: Psychological Perspectives on Asian American Identity)</td>
</tr>
</tbody>
</table>

Healthcare Policy:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMS 322E</td>
<td>1</td>
<td>Communication Ethics</td>
</tr>
<tr>
<td>GRG 322D</td>
<td>1</td>
<td>Human Health and the Environment</td>
</tr>
<tr>
<td>GRG 334E</td>
<td>1</td>
<td>Children's Environmental Health</td>
</tr>
<tr>
<td>GRG 344K</td>
<td>1</td>
<td>Global Food, Farming, and Hunger</td>
</tr>
<tr>
<td>GRG 357</td>
<td>1</td>
<td>Medical Geography</td>
</tr>
<tr>
<td>HIS 350R</td>
<td>1</td>
<td>Undergraduate Seminar in United States History (Topic 18: Women in Sickness and Health)</td>
</tr>
</tbody>
</table>

Healthcare Policy:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAN 334M</td>
<td>1</td>
<td>Healthcare System Management</td>
</tr>
<tr>
<td>N 321</td>
<td>1</td>
<td>Ethics of Health Care</td>
</tr>
<tr>
<td>PBH 317</td>
<td>1</td>
<td>Introduction to Public Health</td>
</tr>
<tr>
<td>PHL 325M</td>
<td>1</td>
<td>Medicine, Ethics, and Society</td>
</tr>
<tr>
<td>SOC 307P</td>
<td>1</td>
<td>Introduction to the Sociology of Health and Well-Being</td>
</tr>
<tr>
<td>SOC 319</td>
<td>1</td>
<td>Introduction to Social Demography</td>
</tr>
<tr>
<td>SOC 321G</td>
<td>1</td>
<td>Global Health Issues and Health Systems</td>
</tr>
<tr>
<td>SOC 336D</td>
<td>1</td>
<td>Race, Class, and Health</td>
</tr>
</tbody>
</table>
### Sociology of Health and Illness
- SOC 354K  Sociobiology of Health and Illness
- SOC 358D  Health Policy and Health Systems
- SOC 368D  Social Context of Public Health
- SOC 369K  Population and Society
- URB 332D  Human Health and the Environment

### Health Policy and Health Systems
- SOC 358D

### Social Context of Public Health
- SOC 368D

### Population and Society
- SOC 369K

### Human Health and the Environment
- URB 332D

### Human and Societal Development:
- CMS 310K  Team-Based Communication
- CMS 322E  Communication Ethics
- EDP 350E  Introduction to Life Span Development
- HDF 313  Child Development
- HDF 335  Adult Development
- HDF 342  Development of Psychopathology from Infancy through Adolescence
- HDF 343  Human Development in Minority and Immigrant Families
- HDF 351  Infant Development and Attachment Relationships
- HDF 378K  Advanced Child and Family Development (Approved topics)
- N 310  Communication in Health Care Settings
- PSY 332C  Hormones and Behavior
- PSY 333D  Introduction to Developmental Psychology
- PSY 341K  Selected Topics in Psychology (Topic 4: Health Psychology)
- SOC 330C  Death and Dying: Sociological Perspectives
- SOC 333K  Sociology of Gender
- HED 329K  Child and Adolescent Health

### Nutrition:
- CMS 322E  Communication Ethics
- HIS 350R  Undergraduate Seminar in United States History (Topic 5: American Cultural History of Alcohol and Drugs)
- NTR 312  Introduction to Nutritional Sciences
- NTR 315  Nutrition through the Life Cycle
- NTR 218  Assessment of Nutritional Status
- NTR 321  International Nutrition: The Developing World
- NTR 326  Intermediate Nutrition and Metabolism
- NTR 331  International Nutrition: Social and Environmental Policies
- NTR 332  Community Nutrition

Optional: If additional hours are needed to complete the 18 hours for the certificate, a maximum of nine hours chosen from the following may be applied to the science major track:

### Biochemistry and Chemistry:
- BCH 369  Fundamentals of Biochemistry
- CH 220C  Organic Chemistry Laboratory
- CH 320M  Organic Chemistry I
- CH 320N  Organic Chemistry II

### Biology:
- BIO 206L  Introductory Laboratory Experiments in Biology
- BIO 311C  Introductory Biology I
- BIO 311D  Introductory Biology II
- PHY 101L  Laboratory for Physics 301
- PHY 302K  General Physics Technical Course: Mechanics, Heat, and Sound
- PHY 302L  General Physics Technical Course: Electricity and Magnetism, Light, Atomic and Nuclear Physics
- PHY 102M  Laboratory for Physics 302K
- PHY 102N  Laboratory for Physics 302L
- PHY 303K  Engineering Physics I
- PHY 303L  Engineering Physics II
- PHY 103M  Laboratory for Physics 303K
- PHY 103N  Laboratory for Physics 303L
- PHY 316  Electricity and Magnetism
- PHY 116L  Laboratory for Physics 316
- PHY 317K  General Physics I
- PHY 317L  General Physics II
- PHY 117M  Laboratory for Physics 317K
- PHY 117N  Laboratory for Physics 317L

### Statistics:
- SDS 328M  Biostatistics

Additional upper-division coursework in biochemistry, biology, and chemistry by approval of the undergraduate certificate adviser

### Non-science Major Track

**Requirements**

**Hours**

Complete 18 hours chosen from one of the health professions preparation sequences. The 18 hours may be composed of introductory coursework, advanced coursework, or a mixture of the two.

#### Pre-dental Preparation

**Introductory Coursework:**

- BIO 206L  Introductory Laboratory Experiments in Biology
- BIO 311C  Introductory Biology I
- BIO 311D  Introductory Biology II
- PHY 302K  General Physics Technical Course: Mechanics, Heat, and Sound
- PHY 302L  General Physics Technical Course: Electricity and Magnetism, Light, Atomic and Nuclear Physics
- PHY 102M  Laboratory for Physics 302K
- PHY 102N  Laboratory for Physics 302L

**Advanced Coursework:**

- BCH 369  Fundamentals of Biochemistry
- BIO 320  Cell Biology
- BIO 325  Genetics
- BIO 326R  General Microbiology
- CH 220C  Organic Chemistry Laboratory
- CH 320M  Organic Chemistry I
- CH 320N  Organic Chemistry II

---

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CH 320M Organic Chemistry I
CH 320N Organic Chemistry II

Pre-medical Preparation
Introductory Coursework:

- BIO 206L Introductory Laboratory Experiments in Biology
- BIO 311C Introductory Biology I
- BIO 311D Introductory Biology II
- PHY 302K General Physics Technical Course: Mechanics, Heat, and Sound
- PHY 302L General Physics Technical Course: Electricity and Magnetism, Light, Atomic and Nuclear Physics
- PHY 102M Laboratory for Physics 302K
- PHY 102N Laboratory for Physics 302L

Advanced Coursework:

- BCH 369 Fundamentals of Biochemistry
- BIO 320 Cell Biology
- BIO 325 Genetics
- BIO 326R General Microbiology
- CH 220C Organic Chemistry Laboratory
- CH 320M Organic Chemistry I
- CH 320N Organic Chemistry II

Pre-occupational Therapy Preparation
Introductory Coursework:

- BIO 311C Introductory Biology I
- BIO 311D Introductory Biology II
- BIO 206L Introductory Laboratory Experiments in Biology
- PHY 302K General Physics Technical Course: Mechanics, Heat, and Sound
- PHY 102M Laboratory for Physics 302K

Advanced Coursework:

- BIO 325 Genetics
- BIO 365S Human Systems Physiology
- BIO 165U Human Systems Physiology Laboratory

Pre-optometry Preparation
Introductory Coursework:

- BIO 311C Introductory Biology I
- BIO 311D Introductory Biology II
- BIO 206L Introductory Laboratory Experiments in Biology
- PHY 302K General Physics Technical Course: Mechanics, Heat, and Sound
- PHY 102M Laboratory for Physics 302K

Advanced Coursework:

- BIO 325 Genetics
- BIO 344 Molecular Biology
- BIO 365S Human Systems Physiology
- BIO 165U Human Systems Physiology Laboratory
- CH 320M Organic Chemistry I
- CH 320N Organic Chemistry II
- CH 220C Organic Chemistry Laboratory

Pre-pharmacy Preparation
Introductory Coursework:

- BIO 311C Introductory Biology I
- BIO 311D Introductory Biology II
- BIO 206L Introductory Laboratory Experiments in Biology

Advanced Coursework:

- BCH 369 Fundamentals of Biochemistry
- BIO 325 Genetics
- BIO 326R General Microbiology
- BIO 226L General Microbiology Laboratory
- BIO 344 Molecular Biology
- BIO 365S Human Systems Physiology
- BIO 165U Human Systems Physiology Laboratory
- CH 320M Organic Chemistry I
- CH 320N Organic Chemistry II
- CH 220C Organic Chemistry Laboratory
### Quantum Information Science Certificate

A certificate in Quantum Information Science will allow students from a broad range of disciplines to receive formal recognition of their skills, training, and knowledge in the burgeoning field of quantum information science, including quantum computing, quantum communication, and quantum sensing. Students are required to take two courses in quantum information science. Courses under the Freshman Research Initiative (FRI) program will be open to all students, with consent of the instructor. Supplementary courses may be selected to emphasize different focus areas in physics, mathematics, and computer science.

Admission to the certificate is by application only. The certificate program requires 18 semester hours of coursework with a grade of at least C- in each course. Courses that appear in multiple approved course lists may be used to satisfy only one requirement. The following courses are required:

#### Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six hours selected from the following courses:</td>
<td>6</td>
</tr>
<tr>
<td>C S 378</td>
<td>Undergraduate Topics in Computer Science (Topic 1: Quantum Computing II)</td>
</tr>
<tr>
<td>C S 358H</td>
<td>Introduction to Quantum Information Science: Honors</td>
</tr>
<tr>
<td>Twelve hours selected from among the following supplementary courses:</td>
<td>12</td>
</tr>
<tr>
<td>PHY 373</td>
<td>Quantum Physics I: Foundations</td>
</tr>
<tr>
<td>PHY 362K</td>
<td>Quantum Physics II: Atoms and Molecules</td>
</tr>
<tr>
<td>C S 331 or C S 331H</td>
<td>Algorithms and Complexity</td>
</tr>
<tr>
<td>C S 358H</td>
<td>Introduction to Quantum Information Science: Honors</td>
</tr>
<tr>
<td>M 340L or M 341 or SDS 329C</td>
<td>Matrices and Matrix Calculations Linear Algebra and Matrix Theory Practical Linear Algebra I</td>
</tr>
<tr>
<td>M 346</td>
<td>Applied Linear Algebra</td>
</tr>
<tr>
<td>Independent Research Project. This may be taken, for example, as one of the following courses:</td>
<td></td>
</tr>
<tr>
<td>PHY 371C</td>
<td>Individual Study in Physics</td>
</tr>
<tr>
<td>C S 370</td>
<td>Undergraduate Reading and Research</td>
</tr>
<tr>
<td>M 375C</td>
<td>Conference Course (Computer-Assisted)</td>
</tr>
</tbody>
</table>

Please Note: C S 358H Introduction to Quantum Information Science: Honors may only be counted toward one of the certificate requirements. With the approval of the certificate program faculty, other appropriate courses may be counted toward the certificate requirements.

1. The student conducts independent research on some aspect of quantum information science and completes a final report describing their work. The topic must be approved by a university faculty or research staff member and will be conducted under their supervision.

### Scientific Computation and Data Sciences Certificate

The Certificate in Scientific Computation and Data Sciences helps undergraduates equip themselves with the mathematical, statistical, and computer-based tools necessary to investigate complex systems in a variety of applications. It is designed to appeal to students across the University in science, engineering, economics, premedicine, sociology, and many other disciplines. The program is administered by the Department of Statistics and Data Sciences.

To be admitted, a student must be in good standing in an approved undergraduate degree program and must have earned a grade of at least C- in each certificate course he or she has completed. Students may apply for admission to the program at any point in their undergraduate study; they are encouraged to apply as early as possible so that they can be advised throughout the program.

The certificate consists of 18 hours. Students must complete Mathematics 408D or 408M as a prerequisite. No single course or topic may be used to meet more than one of these requirements. Students must contact the Department of Statistics and Data Sciences.
in the semester in which they are completing the certificate requirements and graduating.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>One course in computer programming chosen from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>C S 303E</td>
<td>Elements of Computers and Programming</td>
<td></td>
</tr>
<tr>
<td>C S 313E</td>
<td>Elements of Software Design</td>
<td></td>
</tr>
<tr>
<td>COE 322</td>
<td>Scientific Computation</td>
<td></td>
</tr>
<tr>
<td>E E 312H</td>
<td>Software Design and Implementation I</td>
<td></td>
</tr>
<tr>
<td>GEO 325J</td>
<td>Programming in FORTRAN and MATLAB</td>
<td></td>
</tr>
<tr>
<td>SDS 322</td>
<td>Introduction to Scientific Programming</td>
<td></td>
</tr>
<tr>
<td>One course in linear algebra, discrete mathematics, or differential equations chosen from the following:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>M 340L</td>
<td>Matrices and Matrix Calculations</td>
<td></td>
</tr>
<tr>
<td>M 341</td>
<td>Linear Algebra and Matrix Theory</td>
<td></td>
</tr>
<tr>
<td>M 372K</td>
<td>Partial Differential Equations and Applications</td>
<td></td>
</tr>
<tr>
<td>SDS 329C</td>
<td>Practical Linear Algebra I</td>
<td></td>
</tr>
<tr>
<td>Two courses in scientific computing, chosen from two of the following areas:</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Numerical Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME 313L</td>
<td>Introduction to Numerical Methods in Biomedical Engineering</td>
<td></td>
</tr>
<tr>
<td>CHE 348</td>
<td>Numerical Methods in Chemical Engineering and Problem Solving</td>
<td></td>
</tr>
<tr>
<td>COE 311K</td>
<td>Engineering Computation</td>
<td></td>
</tr>
<tr>
<td>C S 323E</td>
<td>Elements of Scientific Computing</td>
<td></td>
</tr>
<tr>
<td>C S 323H</td>
<td>Elements of Scientific Computing: Honors</td>
<td></td>
</tr>
<tr>
<td>C S 367</td>
<td>Numerical Methods</td>
<td></td>
</tr>
<tr>
<td>M 348</td>
<td>Scientific Computation in Numerical Analysis</td>
<td></td>
</tr>
<tr>
<td>M 368K</td>
<td>Numerical Methods for Applications</td>
<td></td>
</tr>
<tr>
<td>PGE 310</td>
<td>Formulation and Solution of Geosystems Engineering Problems</td>
<td></td>
</tr>
<tr>
<td>SDS 335</td>
<td>Scientific and Technical Computing</td>
<td></td>
</tr>
<tr>
<td>Statistical Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME 335</td>
<td>Engineering Probability and Statistics</td>
<td></td>
</tr>
<tr>
<td>ECO 329</td>
<td>Economic Statistics</td>
<td></td>
</tr>
<tr>
<td>E E 351K</td>
<td>Probability and Random Processes</td>
<td></td>
</tr>
<tr>
<td>M 358K</td>
<td>Applied Statistics</td>
<td></td>
</tr>
<tr>
<td>M 378K</td>
<td>Introduction to Mathematical Statistics</td>
<td></td>
</tr>
<tr>
<td>M E 335</td>
<td>Engineering Statistics</td>
<td></td>
</tr>
<tr>
<td>SDS 325H</td>
<td>Honors Statistics</td>
<td></td>
</tr>
<tr>
<td>SDS 328M</td>
<td>Biostatistics</td>
<td></td>
</tr>
<tr>
<td>Other Computing Topics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BME 350</td>
<td>Computational Methods for Biomedical Engineers</td>
<td></td>
</tr>
<tr>
<td>CH 354M</td>
<td>Introduction to Computational Methods in Chemistry</td>
<td></td>
</tr>
<tr>
<td>C S 324E</td>
<td>Elements of Graphics and Visualization</td>
<td></td>
</tr>
<tr>
<td>C S 327E</td>
<td>Elements of Databases</td>
<td></td>
</tr>
<tr>
<td>C S 329E</td>
<td>Advanced Topics in Elements of Computing (Approved topics)</td>
<td></td>
</tr>
<tr>
<td>C S 377</td>
<td>Principles and Applications of Parallel Programming</td>
<td></td>
</tr>
<tr>
<td>M 346</td>
<td>Applied Linear Algebra</td>
<td></td>
</tr>
<tr>
<td>M 362M</td>
<td>Introduction to Algebra</td>
<td></td>
</tr>
<tr>
<td>M 368K</td>
<td>Numerical Methods for Stochastic Processes</td>
<td></td>
</tr>
<tr>
<td>M 372K</td>
<td>Partial Differential Equations and Applications</td>
<td></td>
</tr>
<tr>
<td>M 375T</td>
<td>Topics in Mathematics (Approved topics)</td>
<td></td>
</tr>
<tr>
<td>M 376C</td>
<td>Methods of Applied Mathematics</td>
<td></td>
</tr>
<tr>
<td>M E 367S</td>
<td>Simulation Modeling</td>
<td></td>
</tr>
<tr>
<td>MIS 325</td>
<td>Database Management</td>
<td></td>
</tr>
<tr>
<td>NEU 466M</td>
<td>Quantitative Methods In Neuroscience I</td>
<td></td>
</tr>
<tr>
<td>SDS 329D</td>
<td>Practical Linear Algebra II</td>
<td></td>
</tr>
<tr>
<td>SDS 374C</td>
<td>Parallel Computing for Science and Engineering</td>
<td></td>
</tr>
<tr>
<td>SDS 374D</td>
<td>Distributed and Grid Computing for Science and Engineering</td>
<td></td>
</tr>
<tr>
<td>SDS 374E</td>
<td>Visualization and Data Analysis for Science and Engineering</td>
<td></td>
</tr>
<tr>
<td>One of the following courses in applied computational science:</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>BCH 339N</td>
<td>Systems Biology and Bioinformatics</td>
<td></td>
</tr>
<tr>
<td>BIO 321G</td>
<td>Principles of Computational Biology</td>
<td></td>
</tr>
<tr>
<td>BME 342</td>
<td>Biomechanics of Human Movement</td>
<td></td>
</tr>
<tr>
<td>BME 346</td>
<td>Computational Biomolecular Engineering</td>
<td></td>
</tr>
<tr>
<td>BME 377T</td>
<td>Topics in Biomedical Engineering (Approved topics)</td>
<td></td>
</tr>
<tr>
<td>CH 368</td>
<td>Advanced Topics in Chemistry (Approved topics)</td>
<td></td>
</tr>
<tr>
<td>COE 347</td>
<td>Introduction to Computational Fluid Dynamics</td>
<td></td>
</tr>
<tr>
<td>C S 324E</td>
<td>Elements of Graphics and Visualization</td>
<td></td>
</tr>
<tr>
<td>C S 329E</td>
<td>Advanced Topics in Elements of Computing (Approved topics)</td>
<td></td>
</tr>
<tr>
<td>D S 372</td>
<td>Topics in Decision Science (Topic 6: Optimization Method in Finance)</td>
<td></td>
</tr>
<tr>
<td>ECO 363C</td>
<td>Computational Economics</td>
<td></td>
</tr>
<tr>
<td>E E 379K</td>
<td>Topics in Electrical Engineering (Approved topics)</td>
<td></td>
</tr>
<tr>
<td>FIN 372</td>
<td>Advanced Topics in Finance (Topic 6: Optimization Methods in Finance)</td>
<td></td>
</tr>
<tr>
<td>GEO 325K</td>
<td>Computational Methods</td>
<td></td>
</tr>
<tr>
<td>LIN 350</td>
<td>Special Topics in the Study of Language (Topic 15: Computational Semantics)</td>
<td></td>
</tr>
</tbody>
</table>
Textile Conservation and Museum Studies Certificate

The Certificate in Textile Conservation and Museum Studies helps undergraduates equip themselves with the fiber science, exhibition planning, textile conservation, and museum management skills necessary to conserve textiles in various settings. It is designed to appeal to students across the University in science, history, information science, computational science, merchandising, fiber science and apparel design, and many other disciplines. The program is administered by the Division of Textiles and Apparel in the School of Human Ecology. To be admitted, a student must be in good standing in an approved undergraduate degree program and must have earned a grade of at least C- in each certificate course he or she has completed. Students may apply for admission to the program at any point in their undergraduate study; they are encouraged to apply as early as possible so that they can be advised throughout the program.

The following coursework is required:

### Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>I 320 Topics in Informatics (Topic 1: Information in Cyberspace)</td>
<td>3</td>
</tr>
<tr>
<td>TXA 325L History of Dress and Cultural Change I</td>
<td>3</td>
</tr>
<tr>
<td>TXA 325M History of Dress and Cultural Change II</td>
<td>3</td>
</tr>
<tr>
<td>TXA 352C Field Experience in Textile Conservation</td>
<td>3</td>
</tr>
<tr>
<td>TXA 355D Textiles Artifact Management and Conservation</td>
<td>3</td>
</tr>
</tbody>
</table>

### UTeach Undergraduate Track

The following coursework is required, with grades of at least C-:

#### Requirements

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>BIO 337 Selected Topics in Biology (Topic 2: Research Methods: UTeach)</td>
<td></td>
</tr>
<tr>
<td>CH 368 Advanced Topics in Chemistry (Topic 1: Research Methods: UTeach)</td>
<td></td>
</tr>
<tr>
<td>PHY 341 Selected Topics in Physics (Topic 7: Research Methods: UTeach)</td>
<td></td>
</tr>
<tr>
<td>HIS 329U Perspectives on Science and Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>or PHL 329U Perspectives on Science and Mathematics</td>
<td></td>
</tr>
<tr>
<td>Eighteen hours of professional development coursework</td>
<td>18</td>
</tr>
</tbody>
</table>

consisting of the following:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDC 651S Secondary School Teaching Practicum (Topic 3: Secondary School Teaching Practicum: Math)</td>
<td></td>
</tr>
<tr>
<td>or EDC 365C Knowing and Learning in Math and Science</td>
<td></td>
</tr>
<tr>
<td>or EDC 365D Classroom Interactions</td>
<td></td>
</tr>
<tr>
<td>or EDC 355 Classroom Interactions</td>
<td></td>
</tr>
<tr>
<td>EDC 365E Project-Based Instruction</td>
<td></td>
</tr>
<tr>
<td>or EDC 360 Project-Based Instruction</td>
<td></td>
</tr>
</tbody>
</table>

In addition, students must meet the following requirements to graduate and be recommended for certification:

1. University grade point average of at least 2.50
2. Successful completion of secondary teacher certification and identified discipline specific content courses with a grade of at least C-. Lists of the required content courses and additional certification requirements are available in the UTeach-Natural Sciences office and online.

Science teacher certification: All courses must be majors level.

- Biology: At least 24 hours in biology (some biochemistry and neuroscience courses may count), and six hours in each from chemistry, geology, and physics.
- Chemistry: At least 24 hours in chemistry, and six hours in each from biology, geology, and physics.
- Geology: At least 24 hours in geology, and six hours in each from biology, chemistry, and physics.
- Physics: At least 24 hours in physics, and six hours in each from biology, chemistry, and geology.

Mathematics teacher certification: All courses, except Mathematics 315C, must count toward a math degree.

- Mathematics: At least 24 hours in math, including Mathematics 315C, 333L, and 375D.

Life Sciences teacher certification: All courses must be majors level.
Life sciences: At least 24 hours in biology, including Biology 370; CH 301.

Physics and Mathematics and Physical Science (Physics and Chemistry) teacher certification: All courses must be majors level and/or count towards a physics, chemistry and/or mathematics degree.

Physics and Mathematics: At least 24 hours in physics, and Mathematics 315C, 333L and 375D.

Physical Science (Physics and Chemistry): At least 24 hours in physics, and CH 301, CH 302, CH 204, 353 and 455.

Computer Science and Computer Science and Math teacher certification: All courses must count toward a computer science and/or math degree.

Computer Science: At least 24 hours of computer science.

Computer Science and Mathematics: At least 24 hours of computer science and Mathematics 315C, 333L, and 375D.

Mathematics, Physical Science, and Engineering certification: All courses must be majors level.

For Engineering majors: Mathematics 315C, 333L, and 375D, Physics 303K and 103M, Physics 303L and 103N, and CH 301.

For Mathematics majors: PHY 301 and 101L, Physics 316 and 116L, Physics 315 and 115L, CH 301, CH 302, and CH 204, E S 301, Mechanical Engineering 377K.


3. Successful passing of final teaching portfolio review, conducted by the UTeach Program in Natural Sciences

UTeach Accelerate Track

The UTeach Accelerate track is limited to degree-holders, and seniors with no more than two (2) long semesters left to earn the undergraduate degree. In addition to admission to The University of Texas at Austin, students must be accepted into the UTeach Accelerate program. The application requires the following:

- application form
- resume
- two letters of recommendation
- transcript
- essay
- interview

The following coursework is required, with grades of at least C-:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>One of the following courses:</td>
<td>3</td>
</tr>
<tr>
<td>BIO 337 Selected Topics in Biology (Topic 2: Research Methods: UTeach)</td>
<td></td>
</tr>
<tr>
<td>CH 368 Advanced Topics in Chemistry (Topic 1: Research Methods: UTeach)</td>
<td></td>
</tr>
<tr>
<td>PHY 341 Selected Topics in Physics (Topic 7: Research Methods: UTeach)</td>
<td></td>
</tr>
</tbody>
</table>

HIS 329U Perspectives on Science and Mathematics or PHL 329U Perspectives on Science and Mathematics

Eighteen hours of professional development coursework consisting of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTS 211</td>
<td>Secondary Teacher Education Prep: Advanced Steps</td>
</tr>
<tr>
<td>EDC 365C</td>
<td>Knowing and Learning in Math and Science or UTS 350 Knowing and Learning in Math and Science</td>
</tr>
<tr>
<td>EDC 655</td>
<td>Classroom Interactions and Project Based Instruction</td>
</tr>
<tr>
<td>UTS 170</td>
<td>Student Teaching Seminar</td>
</tr>
</tbody>
</table>

In addition, students must meet the following requirements to graduate and be recommended for certification:

1. University grade point average of at least 2.50.

2. Successful completion of secondary teacher certification and identified discipline specific content courses with a grade of at least C-. Lists of the required content courses and additional certification requirements are available in the UTeach-Natural Sciences office and online.

3. Pass the T-TESS evaluation protocol.

Special Requirements

Students who successfully complete this certificate may be eligible for recommendation for state teaching certification if they have met all professional development and discipline specific content courses. Students seeking middle grades certification must also complete the following courses with grades of at least C: Educational Psychology 350G or PSY 301 and PSY 304; and Curriculum and Instruction 339E.

The courses required for all teacher certifications include a minimum of 30 field-based experience (FBE) hours prior to the clinical teaching experience. All students in the field experience courses (UTS 101, 110, 211, Curriculum and Instruction 365C, 365D, 365E, 665 and 651S) are observed by and received feedback from highly-qualified Professors of Practice and select in-service educators throughout each semester. Students must pass the field experience in order to pass these courses. During clinical teaching (UTeach-Natural Sciences 170, Curriculum and Instruction 651S), supervision and feedback are provided by Professors of Practice, field supervisors, and the cooperating teacher.

Information about additional certification requirements is available from the UTeach-Natural Sciences academic advisor.

State of Texas teacher certification requirements are governed by the Texas Education Agency and are subject to change. Students must adhere to current teacher certification requirements, even if they differ from those listed in the University catalogs.

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed at the college level: Natural Sciences (NSC) and UTeach-Natural Sciences (UTS).
Department of Astronomy

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Astronomy: Astronomy (AST).

Biology Instruction Office

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Biology Instruction Office: Biology (BIO).

Department of Chemistry

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Chemistry: Chemistry (CH).

Department of Computer Science

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Computer Science: Computer Science (C S).

School of Human Ecology

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the School of Human Ecology: Human Development and Family Sciences (HDF), Human Ecology (H E), Nutrition (NTR), Public Health (PBH), and Textiles and Apparel (TXA).

Department of Marine Science

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Marine Science: Marine Science (MNS).

Department of Mathematics

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Mathematics: Actuarial Foundations (ACP) and Mathematics (M).

Department of Molecular Biosciences

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Molecular Biosciences: Biochemistry (BCH) and Molecular Biology (MOL).

Department of Neuroscience

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Neuroscience: Neuroscience (NEU).

Department of Physics

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Physics: Physical Science (P S) and Physics (PHY).

Department of Statistics and Data Sciences

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Department of Statistics and Data Sciences: Statistics and Data Sciences (SDS).
School of Nursing

Alexa K. Stuijbergen, PhD, RN, Dean
Sharon D. Horner, PhD, RN, Associate Dean, Research
Gayle M. Timmerman, PhD, RN, Associate Dean, Academic Affairs
Gayle J. Acton, PhD, RN, Assistant Dean, Graduate Programs
Ana T. Todd, PhD, RN, Assistant Dean, Undergraduate Programs
Margaret K. Hill, MA, MDiv, Assistant Dean, Administration
Vinh T. Nguyen, M.ED, Assistant Dean, Student Services
http://www.nursing.utexas.edu

General Information

Mission
The purpose of the School of Nursing is to achieve excellence in undergraduate and graduate education, research, public service, and to advance the missions of The University of Texas at Austin through:

1. Preparing students at the baccalaureate level to assume roles in professional nursing practice.
2. Preparing students at the graduate level to assume leadership in practice, education, and research.
3. Promoting excellence in nursing scholarship.
4. Advancing the health of the public through developing and disseminating new knowledge about health, health care, and health care delivery through scholarly inquiry.
5. Providing consultation, health care programs, and health care services in response to emerging and urgent public health needs.

History
The University of Texas School of Nursing, established in Galveston in 1890 as the John Sealy Hospital Training School for Nurses, is one of the oldest schools of nursing in the Southwest. In 1896 it was transferred to the University of Texas and became the School of Nursing, a division of the Medical Branch, with the diploma granted by the University. In addition to the diploma course, a curriculum leading to the degree of Bachelor of Science in Nursing was established in 1923 in cooperation with the College of Arts and Sciences of the Main University in Austin. In 1932 the School of Nursing was renamed the John Sealy College of Nursing. The degree program was transferred to the college in 1943.

With the financial support of the Texas Graduate Nursing Association, graduate courses in nursing were first offered in 1930 in the Department of Physical and Health Education at the Main University. In 1940, a complete curriculum was established leading to the degree of Bachelor of Science in Nursing Education. In 1945, the curriculum was transferred to the Medical Branch administration, bringing the John Sealy College of Nursing and the new Department of Nursing Education together to form the School of Nursing with its own dean. In 1949, a curriculum leading to the degree of Bachelor of Science in Nursing was established for graduates of diploma programs. The last class of students enrolled in the diploma program was admitted to the School of Nursing in 1957; since that time the school has offered a single program leading to the Bachelor of Science in Nursing.

Funding from the W. K. Kellogg Foundation provided for a program leading to the Master of Science in Nursing with a major in nursing administration, first offered in 1952. Participating in the program of the Southern Regional Education Board for graduate education in nursing, the School of Nursing offered additional specialization in 1955. At that time the name of the school was changed to the University of Texas Medical Branch School of Nursing.

In the fall of 1960, The University of Texas at Austin became an extension campus of the School of Nursing, which was still located in Galveston, and nursing courses were offered on the Austin campus for the first time. The School of Nursing was reorganized in 1967 as The University of Texas Nursing School (System-wide) and administrative offices were moved to Austin. The school was renamed The University of Texas System School of Nursing in 1972. Junior- and senior-level nursing courses were offered in Austin, El Paso, Fort Worth, Galveston, Houston, and San Antonio.

On March 26, 1976, the Board of Regents of The University of Texas System voted to reorganize the schools of nursing in the system and to place each school under the administration of the president of the health science center or academic institution nearest it. On September 1, 1976, the School of Nursing at Austin became a part of The University of Texas at Austin.

The Doctor of Philosophy degree in nursing, focused on preparing nurse researchers, was initiated in 1974. Nursing faculty members conduct research on a wide variety of topics. Since 2002, the School of Nursing has been ranked among the top institutions in research funding received from the National Institutes of Health. In 2016, the Doctor of Nursing Practice program was initiated as an Option III program.

Facilities
The 110,088-square-foot, five-story Nursing School building houses administrative, faculty, staff, and research offices, as well as large and small classrooms and seminar and conference rooms. Also located in the building are the Cain Center for Nursing Research, the St. David’s Center for Health Promotion and Disease Prevention Research in Underserved Populations, and the School of Nursing Learning Enhancement and Academic Progression Center which includes a staff who provide technical assistance for clinical simulation and skills, instructional design, and production.

Learning experiences in the health field are numerous and varied. The School of Nursing has ongoing clinical placement agreements with more than two hundred agencies. These include the Austin State Hospital, Dell Children's Medical Center of Central Texas, Dell Seton Medical Center at The University of Texas, and St. David's Medical Center. Other community settings used for student field experiences include nursing homes, neighborhood health centers, day-care centers, state and local health departments, physicians’ offices, and clinics, including our Family Wellness Center, and our Children's Wellness Center (located in Del Valle).

Financial Assistance Available through the School
Application forms for scholarships are available from the Office of Scholarships and Financial Aid and from the School of Nursing. Other scholarships are frequently available through the generosity of groups such as the The University of Texas at Austin School of Nursing Alumni Network, area civic organizations, and several nursing student organizations. Information is available in the Office of Student Services each semester.
Other Financial Aid Programs

ROTC Nursing Scholarships
To be eligible for an ROTC scholarship, an applicant must be a United States citizen and must be less than 25 years old on June 30 of the calendar year during which commissioning is scheduled.

Air Force ROTC Nursing Scholarships. These scholarships provide for payment of tuition and fees and for textbooks and a monthly allowance during the school year. For additional information, contact The University of Texas at Austin, Department of Air Force Science, 1 University Station C3600, Austin TX 78712.

Army ROTC Nursing Scholarships. These scholarships provide for payment of tuition and fees, a flat rate for textbooks, and a monthly allowance during the school year. Students must attend the Nursing Advanced Camp during the summer between the junior and senior years and work individually with a licensed BSN preceptor. Students may apply to the dean for independent study credit; applications are considered on a case-by-case basis. For additional information, contact The University of Texas at Austin, Department of Military Science, 1 University Station C3606, Austin TX 78712.

Navy ROTC Nursing Scholarships. These scholarships provide for payment of tuition and fees and for textbooks and a monthly allowance during the school year. For additional information, contact The University of Texas at Austin, Department of Naval Science, 1 University Station C3604, Austin TX 78712.

Vocational Rehabilitation
The Texas Workforce Commission Workforce Solutions Vocational Rehabilitation Services provides assistance with college education and employment resources to adults and students with disabilities who are eligible for the service. More information is available at https://twc.texas.gov/jobseekers/vocational-rehabilitation-adults

Academic Advising
All nursing students must come to the School of Nursing before registration each semester for academic advising. Individualized academic advising is managed by the academic advisers in the Office of Student Services. In addition, group advising is offered to assist students with clinical schedules and particular requirements of the upcoming semester.

Student Organizations
Undergraduate students interested in nursing are eligible for membership in The University of Texas Nursing Students Association. Through the association, nursing students are represented on campus committees and in campus activities involving all students. The local association is affiliated with the Texas Nursing Students' Association and the National Student Nurse Association. In addition, students can join the Longhorn Association for Men in Nursing, the African American Nursing Students Association, the Hispanic Nursing Students Association, and the Student Community of Asian Nurses.

Qualified students in the School of Nursing are also eligible for membership in Epsilon Theta Chapter of Sigma Theta Tau International Honor Society of Nursing.

Admission and Registration

Admission
Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is given in the General Information Catalog.

Admission to the University
Application to the School of Nursing is made concurrently with the application to the University. Acceptance into the School of Nursing is based on (1) the strength of the student's academic background; (2) participation in extracurricular and work activities, especially related to community service and health care; and (3) the quality of the essay.

Internal Transfer
The University of Texas at Austin students currently enrolled in other departments who want to change majors to nursing must attend a School of Nursing Internal Transfer Information Session. To be considered for change of major admission, the student must have completed ch 301, sds 302, and Biology 311C, Introductory Biology I. Additionally, students should be on schedule to graduate within four years and have a University grade point average of 3.00. Internal transfer requests may be very competitive, and admission is offered only on a space-available basis. Interested students should consult The University of Texas at Austin policy for Transfer from One Division to Another within the General Information Catalog, as well as the School of Nursing website for current details about the transfer process and available information sessions.

External Transfer
All students who wish to transfer to the University from another institution must apply to the University Office of Admissions as described in the General Information Catalog. Transfer students must meet the same requirements as University students seeking admission to the School of Nursing and select nursing as their first choice major. To be considered for transfer admission to the School of Nursing, students must have completed 30 semester hours of transferable coursework and are advised to attend an information session. Transfer admission to the School of Nursing is competitive. Transfer applications are competitively reviewed, and admission is offered on a space-available basis. Since space is limited, applicants are strongly encouraged to indicate a second choice of major in case they are not admitted to the School of Nursing.

A student who wishes to transfer into the upper-division nursing coursework from another nursing school after starting nursing clinical or lab work must make an appointment with the School of Nursing, Office of Student Services for academic advising and transcript review. Students from other nursing schools must consult an adviser in the School of Nursing before applying for admission to the University. In addition to meeting the regular University admission requirements, the student must submit an official transcript from each institution attended, letters of recommendation from faculty members at the previous nursing school, and course information for all completed nursing courses. Requests to transfer into upper division at the School of Nursing are approved on a limited, space-available basis.

Transfer students must meet the same requirements as University students seeking admission to the professional sequence; however, they are considered for admission to the School of Nursing only if they are admitted to the University.
The General Information Catalog gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The Course Schedule, published before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and the General Information Catalog are published on the University Registrar’s website.

Academic Policies and Procedures

Student Responsibility

1. It is the student’s responsibility to be informed of general and special notices posted in the School of Nursing building and on the listserv.

2. The student must make arrangements for the completion of all work, including makeup examinations and requirements for removal of conditional and incomplete grades.

3. Because the curriculum is demanding, students are urged to limit work hours while in the program. A student’s combined employment and semester-hour load (including clinical laboratory hours) should not exceed 40 hours a week in either a long-session semester or a summer term. During the final month of the last semester of the program, students are enrolled in a full-time preceptorship and are unable to have outside employment.

4. Students may be employed in area hospitals and clinics as nursing assistants, performing functions for which they have been trained by the employing institution and for which the institution has a clearly discernible policy, either in writing or by precedent, defining the scope of these functions. It is illegal for unlicensed students to practice as professional nurses.

Students should be aware that (1) the School of Nursing assumes no responsibility for their activities as employees of an agency; (2) they are personally responsible and liable for any activity they participate in while employed; (3) professional liability insurance purchased by students is valid only in their student role, not in their employment role; (4) individuals who practice illegally may jeopardize their future careers, since those who are convicted of violating the Nurse Practice Act may not be eligible to write state board examinations and subsequently to be licensed.

Students employed in an agency are personally and professionally responsible for engaging only in those activities that fall within their job descriptions as non-licensed workers (such as aides). They have a responsibility to refuse to participate in activities that they have not been legally licensed to perform, such as giving medications and assuming total responsibility for a nursing unit.

5. Students should be familiar with the Student Standards of Conduct given in subchapter 11, Appendix C, “Student Discipline and Conduct,” General Information, as well as the University Honor Code and the School of Nursing Honor Code. Students are expected to read and sign a pledge to abide by the Code of Honor.

School of Nursing Honor Code

The profession of nursing has a legacy of public respect and trust. We provide specialized care for the health needs of individuals and the community with integrity, honesty, compassion, and state-of-the-art knowledge and skills. Learning and practicing responsible and ethical professional behavior is a vital part of professional education.

As a student in The University of Texas at Austin’s School of Nursing, I pledge myself to be honest in all of my student activities including, but not limited to, all of my scholastic work and interactions with patients, members of the community, faculty, and peers. Furthermore, I will not use any substance prior to or during my interaction with patients that could alter my judgment or ability to render safe care: this includes but is not limited to any use of alcohol, illegal drugs, and prescription or over-the-counter drugs that may impair my mental and/or physical abilities required to perform safe patient care. I will disclose to my instructor any violations of the above standards of conduct.

Standards of Nursing Performance and Progress

Progression Requirements for Nursing Majors Prior to Nursing Clinical or Lab Courses

Students must maintain a University grade point average of at least 2.80 in required nursing degree coursework prior to taking nursing courses with a clinical or lab component. In addition, students must attain a grade of at least C in each natural science course. Courses in which the student receives a grade of less than C, Q, or W must be repeated in residence to resume progression toward completing the degree. Students may not enroll more than twice in any one natural science course (including Q or W) and should take a full academic load of at least 12 semester hours of coursework when repeating a course. For the student to continue in the nursing major, no more than two natural science courses may be repeated. A student may not repeat for credit a course in which a grade of C- or better was awarded.

Students must meet all progression requirements prior to taking nursing courses with a clinical or lab component. Students who do not meet these requirements will not be permitted to continue in the nursing major. Students are advised every semester about the coursework needed to complete the degree in four academic years.

Students are placed on academic probation in the School of Nursing if they receive a grade of D+, D, D−, or F in any nursing or natural science course. Students are subject to dismissal from the nursing major if they receive more than one D+, D, D−, or F during a semester or receive a second D+, D, D−, or F while on academic probation.

Progression Requirements and Performance Standards for Upper Division Nursing Courses

Patient safety is a critical element in every clinical course. Clinical errors related to patient care, including those near-miss incidents intercepted by the faculty, may interfere with a student’s progression in the course and in the program. The standards of performance are described in course syllabi and clinical evaluation tools for clinical practicum courses.

A student must earn a grade of at least C in each nursing course for the course to be counted toward degree requirements. Concurrent or sequential enrollment is required as stated in each course description.

If the student is not on scholastic probation at the University, permission may be granted to repeat a required nursing course in which he or she failed to earn a grade of C or better. To receive credit, the student must repeat the course at The University of Texas at Austin School of Nursing. The semester in which a course is repeated is at the discretion of the dean and is dependent on the space available.

A student may repeat a nursing course only once. If the student does not earn a grade of at least C upon repeating the course, he or she cannot
continue in the School of Nursing. If, while repeating the course, the
student drops the course or withdraws from the University at a time
when the student’s performance in the course is considered to be inferior
to that required for a grade of C, he or she may not re-enroll in the course
or continue in the School of Nursing.

No more than two nursing courses may be repeated.

A student may not repeat for credit a course in which a grade of C or
better was awarded.

As a prerequisite to medication administration in clinical nursing
courses, students are required to pass a medications and calculations
test with a grade of at least 90.

Compliance Requirements for Clinical Courses

Students must provide documentation confirming completion of
compliance requirements prior to participating in clinical nursing
courses. Log in to the School of Nursing website for more information.

Medical Clearance Requirements

Clinical experiences for nursing students are provided in hospitals and
other health care agencies with which the School of Nursing is affiliated.
A number of these facilities require that nursing students assigned to
them have evidence of good health and immunity to certain diseases.
Students must provide evidence of compliance with immunization
requirements before they begin clinical courses. Students must
also submit a health certificate completed by a qualified health care
provider prior to starting their first clinical rotation.

Criminal Background Checks

Students are required to submit to the Texas Board of Nursing criminal
background checks before beginning the program. Information about the
process is available on the School of Nursing website. Students with
concerns about eligibility are urged to seek official determination from
the Texas Board of Nursing. Further, we urge students with concerns to
seek the background check six months in advance of enrollment to allow
sufficient time for investigation and Texas Board of Nursing approval.

Employment Background Check

Agencies in which nursing students are placed for clinical work
require an employment background check. Directions to complete this
requirement are on the School of Nursing website listed with other
compliance requirements.

Drug Screen

Clinical agencies require that a drug screen be completed prior to
participating in patient care. Students are to follow directions for the
drug screen shown with the compliance requirements on the School of
Nursing website.

CPR and First Aid Requirements

Current certification in cardiopulmonary resuscitation and first aid
are required for participation in clinical nursing courses. The CPR
course must be the Basic Life Support for Healthcare Providers and
include Automatic External Defibrillator from the American Heart
Association. Online courses for CPR are not acceptable. The basic first
aid certification must be acquired from the American Heart Association
(Heartsaver First Aid) or from a local emergency medical services agency
(National Safety Council First Aid). Students must provide evidence of
current certification before they begin clinical courses. Students who
are registered nurses, licensed vocational nurses, or emergency medical
technicians are not required to provide evidence of first aid certification.

Professional Liability Insurance

Professional liability insurance is required of all students enrolled in the
professional sequence in the School of Nursing. Students will be billed
through the ‘What I Owe’ system for liability insurance each semester
they are participating in clinical courses. All student policies expire on
the date of graduation.

Training Modules

All students must complete the following modules on the School of
Nursing Intranet Site before participating in clinical nursing coursework:
- online orientation
- facilities training
- training on the Health Insurance
- Portability and Accountability Act (HIPAA).

Health and Hospitalization Insurance

Students are required to purchase health insurance. The cost of
personal health care, including care required as the result of clinical
practicum experiences, is not covered by either the University, the School
of Nursing, or clinical agencies. Information about low-cost group
health insurance is available through University Health Services. The
professional liability insurance students buy as a part of compliance for
participating in clinical courses does not cover health care expenses.

Uniforms and Other Expenses

Students must purchase uniforms, shoes, name badges, and other
supplies before taking the first clinical nursing course. Specific
requirements and information about suggested equipment are
distributed as a part of orientation and will be available in course syllabi.

Transportation

Upper-division clinical courses require students to go to various clinical
facilities and community sites at varied hours. Students must have their
own transportation.

Honors

University Honors

The designation University Honors, awarded at the end of each long-
session semester, gives official recognition and commendation to
students whose grades for the semester indicate distinguished
academic accomplishment. Both the quality and the quantity of work
done are considered. Criteria for University Honors are given in General
Information.

Graduation with University Honors

Students who, upon graduation, have demonstrated outstanding
academic achievement are eligible to graduate with University Honors.
Criteria for graduation with University Honors are given in General
Information.

Nursing Honors Program

The Nursing Honors Program is designed to enhance the educational
experience of high-achieving undergraduate nursing majors by focusing
on the development of scholarship. Students must apply to this
competitive honors program, which begins in the sophomore year.
Admission to the program requires approval of the Honors Program
Committee.

Students in the program must complete Nursing 321H, 117H, 264H,
and 377H. These courses provide students with enhanced mentorship
experiences. Students must complete an honors project with a focus on research, ethics, or leadership. Students are also required to take Nursing 337, Independent Study with their mentor with the focus on their honors project. The statement "Special Honors in Nursing" appears on the transcript of each student who completes the honors program.

Sigma Theta Tau International

Epsilon Theta Chapter of Sigma Theta Tau International Honor Society of Nursing, was chartered at the University on May 16, 1980. Membership in Sigma Theta Tau is an honor conferred by active chapters on students who demonstrate academic excellence and on nursing leaders who advance the scientific base of the profession. The society recognizes superior achievement in many areas, facilitates the development of leadership qualities, fosters high professional standards, encourages creative work, and strengthens commitment to the ideals of nursing.

Each year qualified students in the undergraduate and graduate programs may apply for consideration for membership. Invitations to membership are extended to students who are in the top 35 percent of their graduating class. Undergraduates must have a grade point average of at least 3.00; graduate students must have a grade point average of at least 3.50. Qualified community nursing leaders may also be invited to membership. Applications for membership in Epsilon Theta Chapter are available from the Office of Student Services in the School of Nursing.

Sigma Theta Tau International, with active chapters on more than four hundred campuses in the United States and in several other countries, offers opportunities for involvement at the chapter, regional, national, and international levels.

Credit by Examination

The faculty believes that each educational experience should build on previous achievements to encourage fulfillment of each student’s potential. Therefore, all students and registered nurses are urged to seek advice on arranging a logical sequence of work. The faculty subscribes to the principle that a candidate’s competence should be validated and that credit should be awarded on the basis of satisfactory achievement on examinations as well as in the classroom. Twenty-four of the last 30 semester hours of credit presented for the degree must be earned in residence, rather than by examination, correspondence, or transfer.

An examination for credit may not be taken in a course in which the student is enrolled, which the student has completed, or which the student has dropped with either a passing or a failing grade.

University policies regarding credit by examination are given in the General Information Catalog.

Graduation

Special Requirements of the School

All students must fulfill the General Requirements (p. 19) for graduation. Students in the School of Nursing must also fulfill the following requirements:

1. All University students must have a grade point average of at least 2.00 to graduate. In the School of Nursing, students must also have a grade point average of at least 2.00 in the coursework used to fulfill the upper-division requirement.

2. A candidate must complete the prescribed curriculum and must meet all other requirements of the School of Nursing.

3. A student must supply the School of Nursing with transcripts of courses taken outside the school as the courses are completed.

Degree Audit

Each semester during group advising, students conduct their own degree audits, which provide information about the courses they must take and the requirements they must fulfill to receive their degree. The degree audit is normally done according to the catalog in effect when the student was admitted to the School of Nursing, but the student may choose to have it done according to any catalog under which he or she is eligible to graduate. Rules on graduation under a particular catalog are given in Graduation Under a Particular Catalog (p. 20). It is the student’s responsibility to fulfill all catalog requirements. The Office of Student Services is available to provide guidance to students as needed.

Graduation Application Form

In the long-session semester or summer session in which the degree is to be awarded, the candidate must be registered at the University and must file a Graduation Application Form in the School of Nursing Office of Student Services. The form must be filed by the deadline to apply for an undergraduate degree, which is given in the official academic calendar.

Licensure as a Professional Nurse

Upon graduation from the BSN program, students seeking licensure as a registered nurse must register to take the National Council Licensure Examination (NCLEX). To ensure eligibility, the Texas Board of Nursing will rerun the criminal background check that was conducted prior to beginning the nursing program. In addition, students must meet all of the eligibility requirements for licensure as indicated by the Texas Board of Nursing. To determine eligibility, students should consult the Texas Board of Nursing website. Students with questions or concerns are encouraged to contact the Board of Nursing directly prior to enrollment in the nursing program and consult with the Assistant Dean for Student Services at the School of Nursing.

Degrees and Programs

Programs in the School of Nursing

The School of Nursing offers an undergraduate program leading to the Bachelor of Science in Nursing degree and graduate programs leading to the Master of Science in Nursing degree, the Doctor of Philosophy degree with a major in nursing, and the Doctor of Nursing Practice degree. The undergraduate program is designed for students who wish to enter the profession of nursing. Students who have earned an associate’s degree in nursing and wish to obtain the baccalaureate degree may apply as transfer students. The master’s and doctoral degree programs are designed to prepare professionals for advanced nursing practice, leadership, and research in nursing.

The baccalaureate program is accredited by the Commission on Collegiate Nursing Education (CCNE) and the Texas Board of Nursing.

Objectives of the Bachelor’s Degree Program

The graduate of the baccalaureate program in nursing is expected to
1. Demonstrate critical thinking to integrate knowledge from nursing, biological and behavioral sciences, and the humanities in assessing, planning, implementing, and evaluating nursing care.

2. Apply critical thinking and clinical judgment within a problem solving process to safely meet the health care needs of individuals, families, aggregates, populations, and communities in a variety of settings.

3. Exhibit personal responsibility and accountability for practicing nursing according to professional, ethical, and legal practice standards (e.g., Texas Nurse Practice Act, Texas Occupation Code).

4. Participate in the delivery of health care through inter-professional collaboration, delegation, coordination, case management, and consultation.

5. Participate in nursing and inter-professional efforts to improve the delivery of high quality, safe and culturally sensitive health care to diverse individuals, families, aggregates, populations, and communities.

6. Demonstrate core professional values to complement continued personal and professional growth.

7. Critically appraise and apply research findings to demonstrate evidence-based nursing practice.

8. Analyze health policy and its effects on diverse individuals, families, aggregates, populations, communities, and health agencies.

9. Integrate information and health care technology in nursing practice, administration, education, and research.

10. Utilize leadership skills to advance the profession of nursing and promote continuous improvement of the health care delivery system.

Applicability of Certain Courses

ROTC Courses

The dean has the authority to substitute an equivalent air force science, military science, or naval science course or courses for a course or courses prescribed by the School of Nursing; core curriculum courses cannot be substituted. The dean can also make adjustments to compensate for any differences in semester hour value. The total number of semester hours required for the degree remains unchanged.

Correspondence and Extension Courses

Credit earned by correspondence or extension from the University or elsewhere will be counted toward a Bachelor of Science in Nursing degree if approved by either the assistant dean for student services or the assistant dean for undergraduate programs. A student planning to meet pre-professional course requirements with correspondence or extension courses should consult the Office of Student Services to ensure enrollment in appropriate courses. Credit for professional sequence courses may not be earned by correspondence or extension.

Bachelor of Science in Nursing

This program consists of 125 to 126 semester hours of coursework. All students must complete the University’s Core Curriculum (p. 23). In some cases, a course that is required for the Bachelor of Science in Nursing may also be used to fulfill a requirement of the core curriculum. In order to meet prerequisites, students must take most of the nursing courses in a specific sequence. Upon completion of the program, students are awarded the Bachelor of Science in Nursing degree and have fulfilled the prescribed course of study and clinical practice required to take the National Council Licensure Examination (NCLEX) for licensure as a registered nurse.

Foreign Language Requirement

Students may fulfill the foreign language component of the University’s basic education requirements by completing two years of a single foreign language in high school, by earning an appropriate score on one of the placement examinations administered by the University, or by completing two semesters of college coursework in a single foreign language in addition to the degree requirements given below. If the foreign language requirement will be fulfilled by transfer credit, credit by examination, or extension or correspondence courses, it must be fulfilled before the first semester of the student’s senior year. Nursing 354 may not be counted toward the foreign language requirement. For students who take college coursework to complete the foreign language requirement, Spanish is recommended.

Flag Requirements

In the process of fulfilling the requirements for the Bachelor of Science in Nursing degree, students must fulfill flag requirements. Students must earn credit for one flag in ethics, one flag in global cultures, one flag in cultural diversity, one flag in independent inquiry, one flag in quantitative reasoning, and three flags in writing.

Courses with flags are identified in the Course Schedule. For additional information about flag requirements, see Additional Basic Education Requirements (p. 23).

Suggested Arrangement of Courses

<table>
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<tr>
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<td>N 310</td>
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Total credit hours: 101-105

### Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the School of Nursing: Nursing (N).
College of Pharmacy

M. Lynn Crismon, PharmD, Dean
Samuel M. Poloyac, PharmD, PhD, Dean Designate
W. Renee Acosta, MS, Associate Dean
Diane B. Ginsburg, PhD, Associate Dean
John H. Richburg, PhD, Associate Dean
Bryson M. Duhon, PharmD, Assistant Dean
Jennifer L. Ridings-Myhra, M Ed, Assistant Dean
http://pharmacy.utexas.edu/

General Information

Accreditation
The College of Pharmacy has been a member of the American Association of Colleges of Pharmacy since 1927. The Doctor of Pharmacy degree program is accredited by the Accreditation Council for Pharmacy Education (ACPE); ACPE does not accredit master's and Ph.D. degrees in pharmacy.

Mission
The University offers a four year Doctor of Pharmacy (Pharm.D.) as the sole entry-level, professional degree for the practice of pharmacy. Competitive admission to the program occurs after the completion of a series of required prepharmacy courses. This program offers a course of study in the biomedical, pharmaceutical, clinical, and social and behavioral sciences designed to provide the state and the nation with pharmacists who are scientifically educated and clinically competent to deliver a full spectrum of pharmaceutical services in all areas of practice. In meeting its teaching obligation, the college provides a curriculum and faculty that offer students an educational experience beyond training solely for the practice of pharmacy.

The profession of pharmacy has evolved from a role primarily in distribution of medication toward a patient-centered care model. The patient-centered care model is a process through which a pharmacist interacts with the patient and other health care professionals collaboratively in the collection, assessment, planning, implementation, and follow-up of a patient-specific therapeutic plan that will produce the desired therapeutic outcomes. To ensure that graduates have the necessary tools to practice in this complex, patient-centered environment, the pharmacy curriculum has evolved from traditional discipline-specific coursework to a discipline-integrated approach of disease state management and a case-based, team approach to the design of the patient-specific therapeutic plan that includes interprofessional collaborative practice.

The professional curriculum is designed to prepare pharmacy graduates to provide patient-centered pharmaceutical care in a contemporary interprofessional collaborative practice setting, whether a community pharmacy, an ambulatory clinic, a hospital, managed care, or a long-term care facility, as well as to work in the pharmaceutical industry. In addition, the curriculum aims to inculcate an understanding of the basic sciences sufficient to prepare the student for graduate study in the pharmaceutical sciences or post Pharm.D. residency training. These objectives are pursued through a balanced program of study in pharmaceutics, medicinal chemistry, pharmacology, therapeutics, pharmacy administration, social and behavioral sciences, and the humanities, as well as a structured clinical and professional practice experiential program. The holder of a professional degree from The University of Texas at Austin has received an education and training as sophisticated as any available in the health professions.

The College of Pharmacy has conducted a joint Pharm.D. degree program with the University of Texas Health Science Center at San Antonio since 1974. Students who complete their P3 and P4 experiential courses at the Health Science Center are considered part of this program and receive a degree awarded jointly by the two institutions.

The college has educational affiliations with several other academic health institutions, health-systems, and pharmacy organizations through its five Texas regional internship areas - Austin/Temple/Waco, Dallas/Ft. Worth, Houston/Galveston, the Rio Grande Valley, and San Antonio.

The college seeks to encourage the belief that education is ongoing and lifelong and that all levels of professional education must form a continuum with professional practice and patient care. To meet this objective, the college provides postgraduate educational programs and develops innovative programs of training through continuing education for the roles pharmacists may be called on to fill as a result of changes in the patterns of delivery of pharmaceutical services.

In addition to the Pharm.D. degree, the University offers the Master of Science in Pharmacy, the Master of Science in Molecular and Cellular Biology, and the Doctor of Philosophy (Ph.D.) with a major in the Pharmaceutical Sciences. The College of Pharmacy also participates in interdisciplinary Ph.D. programs in Cellular and Molecular Biology and in Neuroscience. In collaboration with The University of Texas Health Science Center at San Antonio and The University of Texas at San Antonio, the College offers an interinstitutional Ph.D. program with a major in Translational Science. These programs are described in the Graduate Catalog.

History
For more than a century, the University’s College of Pharmacy has provided education and training for men and women as pharmacy practitioners, scientists, professional leaders, and responsible citizens. Eleven students constituted the first class when a school of pharmacy was created in the fall of 1893 at the University of Texas Medical Branch at Galveston. In 1927, the program was reorganized as the College of Pharmacy and moved to the Austin campus. The college shared quarters with other University programs until 1952, when the first pharmacy building was opened. Instruction now takes place in facilities designed for the pharmacy program and located near the center of the Austin campus, and on the campus of the University of Texas Health Science Center at San Antonio.

The first undergraduate program consisted of two sessions, each seven months in length. The current Pharm.D. degree program requires six years in pre-professional subjects, biomedical and pharmaceutical sciences, and professional experience courses. Graduate study became available in 1948 with the institution of a Master of Science in Pharmacy degree program. Today programs are also available that lead to the Doctor of Philosophy in the pharmaceutical, administrative, and clinical sciences. More than 8,000 students have graduated from the programs offered by the college; many have achieved state, national, and international prominence in pharmacy or in related health fields.

Academic leadership for pharmaceutical education at the University has been provided by eleven prominent educators, beginning with James Kennedy of San Antonio, who was appointed as a pharmacy professor and director of the Galveston program in 1893. He was succeeded by R. R. D. Cline, who for almost thirty years guided pharmaceutical education in Texas. When the school was moved to Austin in 1927, W. F. Gidley was named the first dean of the college. In 1947, Henry M. Burlage succeeded Professor Gidley as dean. He was succeeded in 1962 by Lee F. Worrell, who served until 1966. Carl C. Albers was acting dean until Joseph B. Sprowls was appointed dean in 1967. William J. Sheffield became acting dean upon the death of Professor Sprowls in 1971. He was succeeded in 1973 by James T. Doluisio, who served the college for 25 years. Steven
Leslie served as dean from 1998 until 2007, when M. Lynn Crismon assumed the leadership of the college.

University pharmacy students receive instruction in the basic biomedical sciences, the pharmaceutical sciences, pharmacy administration, and pharmacy practice in state-of-the-art academic and health care facilities. Pharmacy interns expand their professional practice knowledge and skills at clinical education sites in the Austin/Temple/Waco area, University of Texas Health Science Center at San Antonio, the University of Texas Southwestern Medical Center at Dallas, the Texas Medical Center in Houston, and The University of Texas Medical Branch at Galveston.

Facilities

The Pharmacy Building

In addition to well-equipped classrooms, laboratories, and offices, the pharmacy building provides a learning resource center, a television production laboratory and classrooms, and pharmaceutical technology laboratories with facilities for product development, pilot manufacturing, sterile production and quality control, and stability testing. The University Health Services Pharmacy also serves as a teaching laboratory for second-year pharmacy students while providing comprehensive pharmaceutical services to the student community. Space assigned to the college in the Biomedical Engineering Building, Dell Pediatric Research Institute, and the Health Discovery Building expands pharmacology, medicinal chemistry, and pharmaceutics research space.

Pharmacy Facilities in San Antonio

The University of Texas Health Science Center at San Antonio has provided facilities for the education and training of pharmacy students, residents, and fellows since 1972. The McDermott Clinical Sciences Building on the Health Science Center campus, which houses the pharmacotherapy division of the college and the Pharmacotherapy Education and Research Center, provides a state-of-the-art distance education classroom, a student computer laboratory, research laboratories, and offices for faculty and staff members. The Division of Pharmacotherapy maintains a broad range of affiliation agreements with institutions in San Antonio that provide extensive training opportunities in a variety of practice settings. Research opportunities exist in the areas of infectious disease, oncology, anticoagulation, stroke prevention, and psychiatry.

Office of Pharmacy Continuing Education

As part of a state university, the College of Pharmacy recognizes obligations to the profession of pharmacy on a state, national, and international level. The college began providing continuing education to pharmacists in 1953 in cooperation with the University Extension. Today, the college is an ACPE-approved provider of continuing pharmaceutical education. A primary goal of the Office of Pharmacy Continuing Education is to advance the pharmacist’s knowledge and provide the skills necessary to adapt to a changing practice. Toward this end, the office offers a variety of programs, including home-study courses, seminars, multiday conferences, and certificate programs addressing the most current practice issues. Programs are conducted both on and off campus and by correspondence and distance learning. Annually, the office provides about 350 contact hours of continuing education programming to more than 6,500 pharmacists across the United States.

Learning Resource Center

The college’s Learning Resource Center (LRC) offers a variety of instructional resources to students and faculty members. The LRC provides state-of-the-art digital video teleconferencing transmission of courses among the Austin campus, the Health Science Center at San Antonio, and other sites in the University of Texas System, so that faculty members can teach students at two or more locations simultaneously. Most courses are recorded and made available by video streaming. The LRC also operates the Delgado Library, a multipurpose, nontraditional facility with individual and small-group study spaces, and seminar rooms.

The staff of the LRC provides faculty members and students with computer hardware and software consulting as well as advice on the use of media in the classroom. Facilities and equipment are available for video and data projection. The College of Pharmacy’s website provides additional information and curriculum support for students and faculty members.

The electronic classrooms feature desktop computers with projection equipment and a full suite of software. The large distance-learning classroom supports notebook computer ports. Wireless high-speed Internet is available throughout the Pharmacy Building.

The goal of the Learning Resource Center is to provide the highest quality learning technology infrastructure and support services to students and faculty members.

Libraries

The Life Science Library supports the teaching and research missions of the College of Pharmacy by providing access to an extensive array of print and electronic information resources. The library maintains extensive holdings in pharmacology, pharmaceutics, pharmacy administration, and medicinal chemistry, with supporting materials in medicine and nutrition. Biochemistry and medicinal chemistry material is complemented by the collections of the Mallet Chemistry Library. Medical material is supplemented by additional material in nursing, pediatrics, and psychiatry at the Perry-Castañeda Library. Extensive collections in the social sciences and business provide additional support for the interdisciplinary interests of health outcomes and pharmacy practice. Current journal holdings are primarily online, while books are acquired in print or digitally as eBooks.

The online Clinical Information Center (ClinIC), sponsored by the Life Science Library, provides electronic access to the complete resources of a drug information center. The center gives users access to significant electronic resources such as Micromedex, Access Pharmacy, PharmacyLibrary, AHFS Drug Information, Clinical Pharmacology online, Drug Facts & Comparisons, LexiComp online, and the Cochrane Library of evidence-based reviews, in addition to databases such as Medline, International Pharmaceutical Abstracts, Web of Science, and SciFinder Scholar. These electronic resources are available for remote access through the University Libraries website, which offers a full range of databases, access to electronic journals, and links to other digital information sources. The libraries collaborate with the College of Pharmacy to select and integrate electronic resources into the pharmacy curriculum. Access to print information resources for students on rotation and at the College of Pharmacy Cooperative Program campus is provided through the University Libraries InterLibrary Services.

All units of the University Libraries offer reference service, circulation and reserve services, and interlibrary loan. Instruction in the use of information resources is provided in required pharmacy classes and by individual consultation.

Financial Assistance Available through the College

Students entering the first year of the professional curriculum may be eligible for certain college-based scholarships, and information is provided to students regarding these scholarships upon matriculation.
Students who have completed the first year of the professional curriculum are eligible to apply for all scholarships and loans offered through the College of Pharmacy. Eligibility and application information is available at http://pharmacy.utexas.edu/students/financial-aid/ and in the Office of Student Affairs, Pharmacy Building 5.112.

Scholarship opportunities with the College of Pharmacy include Endowed Presidential Scholarships with a minimum of $2,500, and other endowed scholarships with a minimum of $1,500. Students must meet eligibility requirements, and in some cases additional criteria, to be awarded these scholarships. Additional college scholarships are funded by various pharmacy associations, individuals, employers, and organizations. These scholarships are awarded, as they become available, through The University of Texas College of Pharmacy at the direction of the college’s Financial Aid Committee.

Loan Funds
The Klinck Family Loan Funds
These loan funds were established by the Klinck family of McAllen, Texas, to assist students in need of financial assistance. Emergency short-term loans, for a maximum of $500 are available and must be paid back the same semester the loan is taken out. Long-term loans of up to $2,500 are available to pharmacy students who demonstrate financial need. Students may apply for more than one loan, but except in unusual circumstances the loans will total no more than $5,000. Visit the Klinck Family Loan Funds site for more information.

Other Loan Funds
Other loan funds may be available to pharmacy students. Information about these loans is available from the Office of Student Affairs, Pharmacy Building 5.112.

Student Services
Academic Advising
Academic advising is an ongoing activity of the Office of Student Affairs, Pharmacy Building 5.112. Because advising is not restricted to the time just before registration, all students are strongly encouraged to seek advice whenever they have questions about degree requirements, the availability of course offerings each semester, and taking courses in proper sequence.

Advising for the University of Texas at Austin pre-pharmacy/undergraduate students is provided by assigned academic advisors in their colleges and by the Health Professions Office in the College of Natural Sciences. University students interested in the profession of pharmacy should contact their office early in their college careers.

Pre-pharmacy students from outside the University should seek information from our College of Pharmacy website, from their institutional academic advisors or Health Professions Office, and from an admissions representative from the College of Pharmacy.

Career Services
The college provides career counseling to students in the professional sequence of courses. Throughout the year, staff is available in the Office of Student Affairs to assist students in examining the career options available to them upon graduation.

In addition, a systematic exploration of professional career options is conducted as part of the foundations for professional development series of courses. Guest lecturers include successful pharmacists representing a variety of pharmacy practice models, other health care and regulatory settings, and careers in professional organizations, education, research, and the pharmaceutical industry. All Pharm.D. students also undergo a CV Review and Mock Interview within the course sequence.

The College of Pharmacy, under the supervision of the assistant dean for student success, conducts a P4 senior interview day for graduating seniors. This event gives seniors an opportunity to interview for professional practice positions with major employers of pharmacists in Texas and throughout the nation. A workshop including mock interviews is conducted to prepare students for interviews and is held prior to the P4 senior interview day as a part of Senior Conference. A college-wide Career Day each fall, featuring major employers and residency programs, allows students in all years of the curriculum to interact with numerous pharmacist employers and explore practice opportunities.

The college also facilitates interaction between employers and professional students interested in obtaining competitive internships. More information on this process is provided to all students by the assistant dean for student success or the assistant dean for experiential and professional affairs.

A limited number of competitive internships both in and outside of Texas are available by application only. Information is available in the Office of Student Affairs, Pharmacy Building 5.112; from individual faculty members; and via the student’s own internship search.

As a complement to the assistance available from the college, the University’s Vick Center for Strategic Advising and Career Counseling in the School of Undergraduate Studies provides comprehensive career services to all students. The center offers professional assistance to students in choosing or changing their majors or careers, seeking an internship, and planning for a job search or graduate study.

The University makes no promise to secure employment for each graduate.

Student Organizations
American Association of Pharmaceutical Sciences (AAPS)
The University of Texas at Austin Student Chapter of AAPS was initiated in 2003 with the primary goal of increasing awareness of educational and career opportunities in the pharmaceutical sciences among The University of Texas at Austin College of Pharmacy students. The organization fosters participation at the national AAPS Annual Meeting and Exposition.

Academy of Managed Care Pharmacy, UT Chapter (AMCP)
The University of Texas Chapter of AMCP was established in 2019. It is an organization whose members share the common goal of ensuring positive health care outcomes through quality, accessible, and affordable pharmaceutical care.

American Pharmaceutical Association Academy of Students of Pharmacy (UT-APhA-ASP)
In December, 1951, the Longhorn Pharmaceutical Association was organized as an association jointly representing the student branches of the American Pharmaceutical Association and the Texas Pharmaceutical Association. Renamed in 1998, the association sponsors service projects and social events and serves to develop professionalism in pharmacy students.
Asian Pharmacy Students Association (APSA)
The mission of the Asian Pharmacy Students Association, established at the University in 1999, is to promote unity among pharmacy students who have common interests, values, and backgrounds, in order to help them achieve educational, professional, and personal excellence.

Christian Pharmacists Fellowship International (CPF)
This group seeks to identify and enroll all Christian pharmacists, wherever they practice, and to assist them in creating opportunities for fellowship. CPF is the first international organization of evangelical Christian pharmacists established with a focus on integrating the spiritual and vocational dimensions of the pharmacist’s role.

Hispanic Association of Pharmacists (HAP)
The primary goals of the Hispanic Association of Pharmacists are to assist in the recruitment and retention of qualified students in the College of Pharmacy, to provide health care education to the community, and to maintain open communication channels between students and the college. Membership is open to pre-pharmacy and professional students.

International Society of Pharmacoeconomics and Outcomes Research, UT Chapter (UT-ISPOR)
This group’s mission is to provide an environment in which students can share knowledge in pharmacoeconomics and health outcomes research. It brings together students of pharmacoeconomics and outcomes research and members of the pharmaceutical industry, health-related organizations, and academia; acts as a resource for students interested in pharmacoeconomics and outcomes research; and provides an opportunity for students to become familiar with the work of ISPOR and to be represented in its affairs.

Kappa Epsilon (KE)
Kappa Epsilon is a national professional fraternity established to promote careers for women in pharmacy, but membership is open to women and men. Xi chapter, established in 1943, sponsors service and professional projects, including a focus on breast cancer awareness, poison prevention working with elementary schools, as well as social events and other extracurricular activities.

Longhorn Prepharmacy Association (LPPA)
LPPA comprises all prepharmacy students at The University of Texas at Austin. The group’s chief objectives are to function as a small community of students within a large institution; to provide current information on the preprofessional and professional curricula; and to provide information about the pharmacy profession.

National Community Pharmacists Association, UT Chapter (NCPA)
NCPA is a national professional organization representing the interests of independent community pharmacists. The student chapter sponsors projects and events designed to foster the entrepreneurial spirit among future practitioners. The national association has a loan program available to student members, as well as several competitive scholarships and research grants.

Pharmacy Council
The Pharmacy Council is composed of officers and representatives of the sponsored student organizations in the College of Pharmacy and elected student representatives from each of the professional pharmacy classes. The president, financial director, and senate representative of the council are also members of the Senate of College Councils, and a member of the council serves as the college's representative to Student Government. Acting as liaison between the student body and the Office of the Dean, the Pharmacy Council works to ensure the equitable consideration of student concerns and problems. The council sponsors orientation programs for new pharmacy students, college and University-wide programs, events that promote student and faculty interaction, and community service activities for medically underserved citizens throughout the state.

Pharmacy Graduate Students’ Association (PGSA)
This association conducts activities that promote the general welfare of pharmacy graduate students. Its chief purposes are to encourage and facilitate graduate student communication and interaction; to gather and disseminate information important to pharmacy graduate students; to represent pharmacy graduate students to the University community; and to promote pharmaceutical education at the undergraduate level.

Phi Delta Chi (PDC)
Lambda chapter of Phi Delta Chi, established at the University in 1905, was reactivated in 1956. Phi Delta Chi is a professional pharmaceutical fraternity of national standing. Membership is open to qualified professional students who are interested in promoting leadership, scholarship, and professional ethics in the field of pharmacy.

Psi Lambda Sigma (PLS)
Psi chapter of Phi Lambda Sigma, the national pharmacy leadership society, was established at the University in 1989. Students selected for membership must be of high moral and ethical character, must have demonstrated dedication, service, and leadership in the advancement of pharmacy, must have completed at least 90 semester hours of scholastic work, and must be in good academic standing as defined by the College of Pharmacy.

Rho Chi
Nu chapter of Rho Chi, the national pharmaceutical honor society, was established at the University in 1930. Charters for chapters of this organization are granted only to groups in colleges that are members in good standing of the American Association of Colleges of Pharmacy. Eligibility for membership in the society is based on scholarship, character, personality, and leadership. Students selected for membership must have a pharmacy grade point average of at least 3.20, must be in the top 20 percent of their class, and must have completed the first professional year of the pharmacy curriculum. All candidates must be approved by the Dean of the College of Pharmacy.

San Antonio Student Pharmacists Association (SASPA)
The San Antonio Student Pharmacists Association (SASPA) was formed in the spring semester of 2010. This organization serves as a venue to bring The University of Texas at Austin College of Pharmacy students located in the San Antonio region together to impact the community and to promote the profession of pharmacy.

Student Industry Pharmacists Organization (SIPhO)
This group's mission is to advance the experience of student pharmacists interested in industry careers by promoting knowledge, resources, academic support, and employment opportunities.
Student Pharmacist Recovery Network (SPRN)
The Students of Pharmacy Recovery Network (SPRN) is a program for pharmacy students at the University of Texas designed by conscientious students, faculty members, and staff members of the College. The purpose of the SPRN is to act as a concerned intermediary by assisting pharmacy students having personal problems including emotional stress, alcohol or other drug abuse problems, or a combination of these. SPRN students, faculty, and staff members are able to refer others to the appropriate University and Austin resources that best address their particular needs.

Student National Pharmaceutical Association, UT Chapter (SNPhA)
The purpose of the SNPhA is to plan, organize, coordinate, and execute programs geared toward the improvement of the health, educational, and social environment of the minority community.

Student Chapter of the American College of Clinical Pharmacy, UT Chapter (UT-SCCP)
The mission of SCCP is to adopt the purposes of the American College of Clinical Pharmacy. SCCP is focused on giving students exposure to clinical pharmacy, research, and academia. Students have opportunities to hear from and research with many different clinical pharmacists and researchers.

Student Society of Health-System Pharmacists, UT Chapter (UTSSHP)
The student chapter of the Texas Society of Health-System Pharmacists is an organization for students interested in institutional or health-system pharmacy practice. An affiliate of the American and Texas Societies of Health-System Pharmacists, the organization considers a wide range of topics of interest to health professionals and encourages the broadest possible educational introduction to institutional pharmacy and pharmaceutical care. This introduction includes presentation of programs and seminars, tours of pharmacy practice sites, and distribution of literature. The chapter publicizes job openings in hospital pharmacies across the state.

Legal Requirements for Professional Practice

Upon matriculation to the first professional year in the College of Pharmacy, each student must apply to become an intern trainee with the Texas State Board of Pharmacy. Each student must be registered as an intern trainee, and subsequently as a student-intern, in order to acquire, through pharmacy courses, the internship hours necessary for licensure upon graduation as a pharmacist in Texas.

Students should be aware that the process of registration as an intern includes a criminal history and fingerprint check. The existence of a criminal record may preclude the student from registration as an intern, completion of experiential courses in the curriculum, and/or from subsequent licensure as a pharmacist in Texas. However, the Texas State Board of Pharmacy may grant limited internship status under certain conditions to those with prior convictions. It is possible that health care facilities in which students are placed for experiential coursework may mandate an additional background check and/or drug screen. Students assigned to these facilities must comply with all such requirements. If a student cannot be placed in practice facilities because of prior convictions that appear on any background check, or because of a positive drug screen, his or her graduation may not be possible or may be significantly delayed.

After completing the first professional year (at least 30 semester hours), students registered as student-interns may earn internship hours toward licensure not only through professional sequence pharmacy courses but also outside the academic program through employment in certain practice settings. Internship hours gained outside the College of Pharmacy curriculum may not replace any portion of the experiential program required for graduation.

Students are required to inform the Student Affairs Office of any change in status that may affect intern registration or the ability to be placed in practice (experiential) sites.

Graduates of the College of Pharmacy are eligible to apply to the Texas State Board of Pharmacy for licensure as pharmacists. Licensure exams may be taken shortly after graduation. Postgraduate internship experience is not currently required for Texas licensure but may be required for licensure in other states.

Additional information about requirements for pharmacy licensure in Texas is available from the Texas State Board of Pharmacy.

Intern registration and pharmacist licensure requirements are subject to change by the Texas State Board of Pharmacy. Students and graduates must meet current requirements, even if they differ from those described above.

Graduate Degrees (Research)
Graduate programs leading to the Master of Science in the Pharmaceutical Sciences and the Doctor of Philosophy in the Pharmaceutical Sciences or Translational Science are offered through the Graduate School and described in the Graduate Catalog. The graduate student may specialize in one of six specialized tracks: chemical biology and medicinal chemistry, pharmacology and toxicology, molecular pharmaceutics and drug discovery, pharmacotherapy, health outcomes, or translational science. The goal of graduate study in the College of Pharmacy is to develop the intellectual breadth and specialized training necessary for a career in teaching, research, or advanced professional practice. Emphasis is placed on the knowledge, methods, and skills needed for scholarly teaching, execution of original research and problem solving, intellectual leadership, and creative expression.

Admission and Registration

Admission

Admission to the University
For the College of Pharmacy’s Pharm.D. program, admission and readmission are the responsibility of the dean of the College as delegated by the University’s director of admissions. Students accepted to the Pharm.D. Program will be processed for admission to the University (if not already enrolled at The University of Texas at Austin).

Admission to the Professional Curriculum
Admission to the University in no way implies or guarantees admission to the professional curriculum. No student may begin the professional curriculum until he or she has been admitted to the professional curriculum in pharmacy by the dean, following recommendation by the Admissions Committee of the College of Pharmacy, according to the procedures outlined in this section regarding admission. All students must meet the admission requirements given in the catalog in effect at the time of application. If the number of eligible applicants to the professional curriculum exceeds the number that available facilities
can accommodate, final selection is made by the college Admissions Committee and the dean.

The College of Pharmacy uses PharmCAS, the national Pharm.D. application system. All student applications must go through PharmCAS, and those accepted for enrollment in the college will be processed for direct admission to the University.

Students who are enrolled in a pharmacy program at another institution and who wish to transfer to the University should follow the normal Pharm.D. application process. Upon admission to the University and the professional curriculum, the student may request advanced standing in the pharmacy curriculum. Placement is contingent on availability of space and on transcript evaluation to determine University equivalencies for the student’s coursework.

As a condition of admission to the college, each student must sign a statement that he or she agrees to accept assignment to any one of the college’s experiential (internship) regions throughout the state. Cooperative arrangements for pharmacy education exist with academic units and health care institutions in the following internship regions: Austin/Temple/Waco, Dallas/Fort Worth, Galveston/Houston, and San Antonio. Experiential regions may be added or deleted at any time based on the availability of resources.

Students assigned to San Antonio must spend the last two years of the professional program in that region. Students assigned to the other regions spend only the final year of the program (the fourth professional experiential year) in their assigned region.

Students are assigned to experiential regions through a computer-generated random assignment system that takes students’ ranked preferences into account. Since most students relocate to experiential regions outside the Austin area, region assignment occurs during the latter part of the first professional year to allow students adequate time to make personal and financial arrangements. There are no exceptions to the region assignment process. If a student fails to agree to accept assignment to any region, he or she will not be admitted to the college.

Admission to the First Professional Year

Admission to the professional curriculum is competitive. The application process is conducted via the national Pharm.D. admissions program, PharmCAS, as specified on the PharmCAS website and linked via the College of Pharmacy.

Basic Admission Criteria

1. Scholarship, as indicated by grade point average and Pharmacy College Admission Test (PCAT) scores, including writing sample scores, are submitted via PharmCAS. Scores more than three years old are not accepted.
2. Essay as specified in the PharmCAS application process.
3. Letters of recommendation submitted via PharmCAS from people who know the applicant well professionally, especially pharmacist employers.
4. Transcripts of all academic work submitted via PharmCAS.
5. A résumé submitted via PharmCAS that provides details about the applicant’s professional, organizational, volunteer, and service experience.

Additional Personal Factors

The information specified below is submitted either via PharmCAS or through the college’s supplemental application.

6. Interview. Applicants are screened for interviews based on academic record, direct work experience in the profession, special life circumstances, and any other compelling factors. If the applicant is invited for an interview, then other factors are considered; these include but are not limited to the following:
   a. Knowledge of and motivation for pharmacy as a career
   b. Lifelong learning strategies
   c. Critical thinking skills
   d. Communication skills
   e. Compassion and commitment to care
   f. Respect toward others
   g. Organizational efficiency
   h. Integrity and ethical reasoning
   i. Relationship-building skills
   j. Leadership skills
   k. Teamwork

7. Special life circumstances; these include but are not limited to the following:
   a. Single parent
   b. Socioeconomic status of family
   c. First generation attending college
   d. Overcoming adversity
   e. Resident of an underserved area of the state or an area of Texas with a health professions shortage
   f. Race and ethnicity
   g. Cultural background

Because the University is a public institution, preference is given to applicants who are legal residents of Texas and to applicants from states without colleges of pharmacy. Applicants are strongly encouraged to examine the admission statistics published by the college on its admissions website.

Application Deadlines

The deadline to apply for admission to the college is specified on the PharmCAS website and linked via the College of Pharmacy.

Admission Requirements

1. The applicant must have completed at least 66 semester hours in total, and must have completed the following 45 hours in prerequisite courses prior to enrolling in the professional pharmacy curriculum:
   a. Nine hours of biology, including cellular and molecular biology, structure and function of organisms, and genetics
   b. Eight hours of general chemistry with laboratory
   c. Three hours of freshman-level rhetoric and writing
   d. Three hours of sophomore-level survey of American, British, or world literature
   e. Three hours of calculus
   f. Three hours of statistics
   g. Eight hours of organic chemistry with laboratory
   h. Four hours of microbiology with laboratory
   i. Four hours of physics with laboratory
The remaining 21 semester hours should be from the Core Curriculum (p. 23).

2. The applicant must remove all deficiencies in high school units by the means prescribed in the General Information Catalog before seeking admission to the professional curriculum.

Admission Procedures

1. All applications for the Pharm.D. program will be handled through the national Pharm.D. admissions system, PharmCAS. Students must adhere to the deadlines for admission specified. The PharmCAS application process will include a supplementary application to the college (with a nonrefundable supplementary application fee) necessary to acquire additional academic information for University admission. Candidates will be notified if additional information is required.

2. Selected applicants will be asked to appear for a personal interview. The personal interview will follow a multiple-mini interview (MMI) format.

3. The applicant is considered on the basis of overall academic performance, with emphasis on grades in the required Pharm.D. prerequisite courses. In accordance with University policy, courses in which the applicant earned a grade of D+, D, D-, or F at another institution are not transferable and may not be used to fulfill any degree requirements. However, courses in which the student earned a grade of D+, D, or D- are considered when the student’s admissibility to the professional curriculum is determined.

4. Applicants who have been offered admission to the University and to the Pharm.D. program will be asked to pay a nonrefundable enrollment deposit to the University. If the student does enroll in the program that fall, the deposit will be applied to the semester’s tuition bill.

5. All students accepted for admission in the Pharm.D. program will be processed for admission to The University of Texas using the information in the PharmCAS application. Additional materials for University admission may be required:
   a. A high school transcript, if the applicant’s foreign language requirement was completed in high school. Official transcripts must be sent to the University’s Office of Admissions.
   b. Scores on the Texas Higher Education Assessment (THEA) test (or an appropriate assessment test), if and only if the student is required by state law to take this test.
   c. Credit earned by examination. These reports should be sent directly to the Testing and Evaluation Services—Student Testing Services at the University. This would be done if and only if the student had not previously claimed credit showing on the transcript.
   d. Official transcripts for all colleges/universities attended.

6. An applicant who has been admitted to the University and to the professional curriculum but fails to enroll in either, and who wishes to enter the professional curriculum in a subsequent fall semester, must reapply both to the University and to the College of Pharmacy and must meet all requirements in force at the time of reapplication.

7. An applicant who has been admitted to and enrolls in the professional curriculum but subsequently withdraws, and who wishes to reenter in a subsequent fall semester, must apply for readmission to the professional curriculum and must meet all requirements in force at the time of reapplication. A student who has been out of the University for a semester or more must also apply for readmission to the University.

Technical Standards

“Technical standards” are the observational, communication, sensory/motor, and intellectual skills, the behavioral and social attributes, and the ethical values required for the completion of the professional curriculum and for the practice of pharmacy. These standards are described on the College of Pharmacy’s website. Each applicant must attest that they have read and understand the technical standards. Any applicant who believes he or she may have difficulty meeting them should contact the college’s director of admission.

Registration

The General Information Catalog gives information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. The Course Schedule published before registration each semester and summer session, includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and General Information are published on the Office of the Registrar’s website.

Each semester the academic advisor for the college provides registration guidance that is specific to the College of Pharmacy.

Registration as a Student Pharmacist-Intern

Upon matriculation to the first professional year, each student must register as an intern-trainee with the Texas State Board of Pharmacy. This is accomplished through completion of the Application for Student-Intern Registration. Each student must be registered as a student-intern in order to complete the academic requirements for the degree.

Additional information regarding intern registration and pharmacist licensure is given in the section Legal Requirements for Professional Practice (p. 310). Requirements and regulations are subject to change by the Texas State Board of Pharmacy. Every attempt is made to inform students of changes as they occur.

Professional Liability Insurance

Professional liability insurance is required of all students each year of the professional pharmacy curriculum. Coverage in the amount of two million dollars for each claim and six million dollars in the aggregate per year is provided through the insurance policy. The annual premium is less than $20.00 but is subject to change, and is payable by the student. The policy covers the period September 1 through August 31 and must be secured each year of the program through the University of Texas System.

Medical Clearance Requirements

In addition to the University’s immunization requirements, students must meet additional immunization requirements for students in healthcare programs as articulated in Title 25 of the Texas Administrative Code, Rule 97.64, and as mandated by the practice sites in which students participate in practicum experiences.

Immunization requirements are subject to change. Every effort is made to notify students promptly of any changes. A current list of vaccination requirements can be found on the College of Pharmacy’s website.

Although not a College of Pharmacy requirement, students may be subject to other health clearance requirements mandated by health care facilities for practicum.

Student Health Insurance

Students must procure health insurance to cover treatment for injuries or illness, and must provide proof of insurance each year of the curriculum.
This is especially important for the experiential components of the curriculum, spanning all four professional years, when students have frequent contact with patients in a number of different health care environments.

The Student Health Insurance Plan, operated under the auspices of University Health Services, offers optional low-cost insurance for students who are not covered by other programs. Information about this plan is available through University Health Services at [http://healthyhorns.utexas.edu/](http://healthyhorns.utexas.edu/).

**Academic Policies and Procedures**

**Academic Standards**

University regulations on scholastic probation and dismissal are given in the General Information Catalog. In addition, the following academic standards are in effect in the College of Pharmacy.

**Academic Progress**

1. The student must repeat a required pharmacy course in which he or she earns a grade of F. The student who earns a grade of D+, D, or D- in a required pharmacy course becomes subject to the policies on academic probation and dismissal described below.

2. The student must earn a grade of at least C- in each elective pharmacy course. If the student fails to earn a grade of at least C- in an elective pharmacy course, he or she may repeat the course or may take another elective course in its place, but only courses in which the student has earned a grade of at least C- may be counted toward the professional elective requirement.

3. The student must earn an average of at least two grade points (2.00) a semester hour on all courses undertaken at the University, whether passed or failed in order to graduate. The student must also earn an average of at least two grade points (2.00) a semester hour on all required pharmacy courses undertaken, whether passed or failed.

4. The student may not repeat for credit a course in which he or she has earned a grade of C- or better, except under circumstances approved by the dean.

5. Pharmacy elective courses and laboratory problems courses can be taken on the letter-grade or pass/fail basis, unless otherwise stated in the Course Schedule. However, the student must complete the Professional Electives Course Requirement (p. 317) with approved elective courses taken for the letter grade basis.

**Academic Probation and Dismissal**

A student is placed on academic probation in the College of Pharmacy if he or she receives a grade of D+, D, D-, or F in any required pharmacy course. If the grade received is an F, the student must repeat the course and may not progress to courses for which it is a prerequisite until he or she has earned a grade of at least C- in the failed course. If the initial grade received is a D+, D, or D-, the student may progress to courses for which the course is a prerequisite. The student may choose to repeat a course in which he or she received a D+, D, or D-. If the course does not conflict with other courses the student would normally take in the same semester; however, this choice affects the student’s release from academic probation as described in the following section.

If the student receives more than two incompletes in required pharmacy courses, regardless of the grades ultimately awarded, he or she is subject to review by the Academic Performance Committee. The committee may choose to place the student on academic probation.

A student is subject to dismissal from the college if he or she receives more than one D+, D, D-, or F in required pharmacy courses in one semester. The student is also subject to dismissal if he or she receives an additional D+, D, D-, or F while on academic probation or conditional academic probation.

Students on academic probation are expected to focus on academic improvement and thus are not allowed to hold student offices (elected, appointed, or committee chairmanship) or receive college stipends for travel to professional meetings or other college-sponsored events.

**Release from Academic Probation**

After receiving a grade of F, the student must repeat the course and earn a grade of at least C-. If the failed course is a prerequisite for another course, the student must repeat the course and earn a grade of at least C- before taking the course for which the failed course is a prerequisite. In the semester or summer session in which he or she repeats the course, the student must complete a full academic load, including at least five hours in required pharmacy courses and/or other courses recommended by the academic advisor. A full academic load is defined for this purpose as 12 hours in a long-session semester and six hours in the summer. The new grade is averaged with the grade of F when the student’s pharmacy grade point average is calculated. If the new grade is C- or better, the student is released from academic probation if and only if he or she has earned no further grades of D+, D, D-, or F while on academic probation or conditional academic probation. If the student does not earn a grade of at least C- upon repeating the course, he or she is subject to academic dismissal.

After receiving a grade of D+, D, or D-, the student chooses whether or not to repeat the course, if the course does not conflict with other courses the student would normally take in the same semester. He or she may progress to courses for which the course in question is a prerequisite. If the student chooses to repeat the course, he or she must earn a grade of at least C-. If the new grade is C- or better, the student is released from academic probation only if he or she has earned no further grades of D+, D, D-, or F while on academic probation or conditional academic probation. If the student does not earn a grade of at least C- upon repeating the course, he or she is subject to academic dismissal. The new grade is averaged with the grade of D+, D, D-, or F when the student’s pharmacy grade point average is calculated.

If the student chooses not to repeat the course, he or she remains on academic probation (or conditional academic probation, described below) through completion of the P4 advanced pharmacy practice experiential courses in the final semester. To take the P4 experiential courses, the student must have a grade point average of at least 2.00 in required pharmacy courses. If the student earns the symbol CR in each P4 advanced pharmacy practice course, he or she is released from probation and graduates in good academic standing with the college.

**Conditional Academic Probation**

If a student on academic probation receives no grade lower than C- in required pharmacy courses during the following semester or summer session in which he or she takes a full academic load, the student may be placed on conditional academic probation. This status allows the student to hold student office (elected, appointed, or committee chairmanship) and to receive college stipends for travel to professional meetings or other college-sponsored events. The student remains on conditional academic probation until graduation and is subject to dismissal if he or she receives a second grade of D+, D, D-, or F.

**Academic Progression in the Pharm.D. Program**

If the student’s academic progression results in a two-year delay of progression at any time, he or she is subject to review by the Academic
Performance Committee. The committee may choose to allow the student to continue in the program, place the student on conditional probation, or dismiss the student from the program.

Comprehensive Milestone Exams and Academic Progression

During the third professional year, all students are required to complete a comprehensive P3 Milestone Exam. Students who successfully pass the exam will progress into the fourth and final, professional year. Students who do not successfully pass the exam will be referred to the Academic Performance Committee for progression decisions and targeted remediation.

At the end of the fourth professional year, all students are required to complete a comprehensive P4 Milestone Exam. Students who successfully pass the exam will progress towards graduation provided all other degree requirements have been met. Students who do not successfully pass the exam will be referred to the Academic Performance Committee for progression decisions and targeted remediation.

Calculation of the Grade Point Average

1. The student’s University grade point average includes all courses taken at the University for which a grade or symbol other than Q, W, X, or CR is recorded. If the student has repeated a course, including those courses for which he or she earned a grade of D+, D, D-, or F, all grades earned are included in the University grade point average.
2. The student’s College of Pharmacy grade point average includes all required professional courses (excluding ALL elective courses) taken at the University for which a grade or symbol other than Q, W, X, or CR is recorded. When a student repeats a required pharmacy course, the second grade in the repeated course is averaged with the previous grade when the student’s College of Pharmacy grade point average is calculated.

The Academic Performance Committee

The College of Pharmacy Academic Performance Committee monitors the academic progress of students in the professional program. The committee makes recommendations to the dean regarding students’ academic progress and academic probation and dismissal. The committee also makes recommendations to assist students who may be in academic difficulty. Any student in academic difficulty may be asked to appear before the committee for guidance. The committee hears all student appeals regarding academic progress and academic probation and dismissal. The committee aids the Admissions Committee in the evaluation of students who wish to return to the college after having been dismissed.

Course Load and Sequence of Work

1. To progress to the final-year experiential courses, the student must have successfully completed all basic education requirements and all required and elective pharmacy courses except those in the internship year.
2. Because final-year experiential courses are offered on the pass/fail basis only, students must have attained both the University and the College of Pharmacy grade point average of at least 2.00 required for graduation before they begin the P4 advanced pharmacy practice experiential year.
3. If a conflict arises between University requirements and a student’s employment, the student must resolve the conflict in favor of the University requirements.

4. A student who is not on academic probation must take at least 12 semester hours during any long-session semester, at least six hours of which must be for a letter grade (not pass/fail).
5. A student on academic probation must take at least 12 semester hours during any long-session semester or at least six semester hours during the summer session in order to clear academic probation.
6. Students may not take courses for degree credit at another institution without prior approval from the dean of the College of Pharmacy.
7. All students seeking to reenter the College of Pharmacy after having been placed on academic dismissal must make formal application through the Admissions Committee. The application is processed through the Admissions Committee with recommendations from the Academic Performance Committee and the approval of the dean.

Quantity of Work

Graduate Quantity of Work rules apply to the Pharm.D. degree program. Quantity of work for this program is noted in the General Information Catalog.

Standards of Ethical Conduct

Pharmacy practitioners enjoy a special trust and authority based on the profession’s commitment to a code of ethical behavior in its management of client affairs. The inculcation of a sense of responsible professional behavior is a critical component of professional education, and high standards of ethical conduct are expected of pharmacy students.

Toward that end, the faculty and students of the College of Pharmacy have pledged their support to the Policy Statement on Ethical Conduct and Scholarly Integrity and the Code of Ethics that implements this Policy Statement. Upon entering the College of Pharmacy, and each academic year thereafter, students are asked to recite and sign the following pledge:

“As a student of The University of Texas College of Pharmacy, I have reviewed and hereby pledge my full support to the Honor Code. I pledge to be honest myself, and in order that the spirit and integrity of the Honor Code may endure, I pledge that I will make known to the appropriate authorities cases of dishonesty which I observe in the College of Pharmacy.”

In addition, the following oath, which students will be asked to sign, is included at the end of all class examinations: “I have neither participated in nor witnessed any acts of academic dishonesty pertaining to this assignment.” At the discretion of the instructor, the oath may also be included for other assignments such as quizzes, written reports, or papers.

Students are also required to adhere to the University’s Student Honor Code which states ‘As a student at The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.’ The entire text of the Student Honor Code and the University’s Code of Conduct can be found at http://www.utexas.edu/about/mission-and-values.

The entire text of the Policy Statement on Ethical Conduct and Scholarly Integrity and the Code of Ethics are available at http://www.utexas.edu/pharmacy/students/handbook98/3code.html.

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including failure of the course involved and dismissal from the college and/or the University. Since dishonesty harms the individual, fellow students, and the integrity of the University
and the College of Pharmacy, policies on scholastic dishonesty are strictly enforced.

**Attendance in Class and Laboratories**

Students in the College of Pharmacy are expected to attend all scheduled class and laboratory sessions in courses for which they are registered. If attendance is a course requirement that can impact the student's grade, the criteria for assessing attendance and consequences for nonattendance must be specified in the syllabus.

**Honors**

University-wide honors are described in the General Information Catalog. In addition, the College of Pharmacy encourages academic excellence through Rho Chi, the national pharmaceutical honor society, described in Student Organizations (p. 308), and through the Pharmacy Honors Program.

**University Honors**

The designation University Honors, awarded at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered. Criteria for University Honors are given in the General Information Catalog.

**Graduation with University Honors**

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors. Criteria for graduation with University Honors are given in the General Information Catalog.

**Pharmacy Honors Program**

**Criteria for Admission**

Students who plan to seek special honors in pharmacy should apply to the chair of the Honors Program Committee; they should apply before December 1 of the second professional year with August 1st prior to the third professional year as the final application deadline. Students interested in the Pharmacy Honors Program are strongly encouraged to enroll in Pharmacy PharmD 181R, Research Opportunities in the Pharmaceutical Sciences in the spring semester of their first professional year. The criteria for admission to the program are (1) admission to the professional curriculum; (2) a grade point average of at least 3.00 in all required professional coursework completed at the time of application to the program; (3) a letter of support from Honors Program research mentor, (4) completion of a Pharmacy PharmD 187R research rotation and (5) approval of the Honors Program Committee.

**Requirements for Completion**

The Honors Program allows a student to learn about the research method and conduct a research project under the supervision of one or more faculty members over a series of four sequential courses. Each course contains a different written component. These are a research proposal (Pharmacy PharmD 290H), a research report (Pharmacy PharmD 291H), a research project (Pharmacy PharmD 292H) and a Research Honors thesis (Pharmacy PharmD 293H). Requirements for the completion of the Honors Program are (1) a grade point average of at least 3.00 in all required professional courses; (2) completion of Pharmacy PharmD 187R; (3) completion of Pharmacy PharmD 290H, 291H, 292H, and 293H; (4) presentation of research results (poster) at a research symposium or college event; (5) approval of the Honors thesis by the Honors Program Committee and (6) completion of the regular curriculum for the degree.

The statement "Research Honors in Pharmacy" appears on the transcript of each graduate certified to have completed the honors program.

**College of Pharmacy Recognition Awards**

The College of Pharmacy Award for Academic Achievement recognizes a graduate who has demonstrated an outstanding grade point average, professional attitude, and excellent communication skills.

The College of Pharmacy Award for Outstanding Research recognizes a graduate who has demonstrated outstanding ability in areas of pharmacy research.

The College of Pharmacy Award for Excellence in Patient Care recognizes a graduate who has demonstrated excellence in patient care while pursuing the PharmD degree.

The College of Pharmacy Award for Dedicated Service recognizes a graduate who has shown a commitment to service above and beyond the norm.

The College of Pharmacy Award for Exemplary Leadership recognizes a graduate who has excelled in leadership while pursuing the PharmD degree.

The College of Pharmacy Alumni Association Mortar and Pestle Award for Leadership, Service, and Patient Care recognizes an exceptional graduate who has demonstrated outstanding leadership, service, and patient care in the college, the University, and the community while pursuing the PharmD degree. The award is a hand-carved mortar and pestle.

The College of Pharmacy Class Officers are elected by their classmates and serve as permanent officers of their class.

Students' scholarly accomplishments are also recognized through election to Rho Chi, the national pharmaceutical honor society, and through admission to the Pharmacy Honors Program. Students' leadership accomplishments are recognized through election to Phi Lambda Sigma, the national pharmacy leadership society.

**Graduation**

All students must fulfill the general requirements (p. 19) for graduation. In addition, students seeking the Doctor of Pharmacy (Pharm.D.) must complete in residence 60 hours of the required professional curriculum, including the courses prescribed for the fourth professional year.

All University students must have a grade point average of at least 2.00 to graduate. In the College of Pharmacy, students must also have a grade point average of at least 2.00 in required professional courses to graduate.

A candidate must complete the prescribed curriculum and must meet all other requirements of the College of Pharmacy.

PharmD professional students are not required to submit a Graduation Application Form to graduate.

**Degrees and Programs**

The University offers the Pharm.D. as the sole entry-level pharmacy practice degree. As described in the mission (p. 306), this program emphasizes an integrated and problem-based approach to disease.
management as the core of the didactic, laboratory, and experiential program of study.

The capstone of the Pharm.D. program is a series of seven six-week rotations known as the advanced pharmacy practice experiences (APPE). Each APPE course requires a minimum of 45 on-site, practitioner-faculty-supervised hours of internship experience a week for six weeks.

The college expects but cannot guarantee that experiential regions will include Austin/Temple/Waco, Dallas/Fort Worth (the University of Texas Southwestern Medical Center and other area health care facilities), Galveston/Houston (the University of Texas Medical Branch at Galveston, the University of Texas M. D. Anderson Cancer Center, and other area health care facilities), the Rio Grande Valley (the University of Texas - Rio Grande Valley and health care facilities primarily in Harlingen and McAllen), and San Antonio (the University of Texas Health Science Center San Antonio and other area health care facilities). Students assigned to San Antonio spend two years in this region, while students assigned to other regions spend only the final year in the APPE region.

College of Pharmacy students who complete their experiential courses at the University of Texas Health Science Center at San Antonio are considered part of a joint Pharm.D. degree program and receive a degree awarded jointly by the two institutions. The joint nature of this program is reflected on the student’s diploma.

In completing the Doctor of Pharmacy degree, students also fulfill the internship requirements of the Texas State Board of Pharmacy. The final year of APPE courses and several other practice-based experiential courses, beginning in the first professional year, make up the experiential program. The professional experience courses are currently approved by the Texas State Board of Pharmacy to meet its standards for completion of the professional internship licensure requirement. The board reassesses all programs annually.

The Minor

While a minor is not required as part of the Pharm.D. degree program, the student may choose to complete additional coursework in a field outside of the College of Pharmacy. A course may not be counted both toward the minor and toward the 219 hours of work required for the Pharm.D. degree.

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin; students pursuing an integrated undergraduate/graduate program must complete the requirements for the minor within one year after completing the undergraduate requirements of their program. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minors and Certificate Programs (p. 13) section of the Undergraduate Catalog.

Applicability of Certain Courses

Physical Activity Courses

Physical activity (PED) courses are offered by the Department of Kinesiology and Health Education. They may not be counted toward a degree in the College of Pharmacy. However, they are counted among courses for which the student is enrolled, and the grades are included in the University grade point average.

ROTC Courses

Courses in air force science, military science, and naval science may be substituted for a total of nine semester hours of non-pharmacy electives by students who complete the 16 to 20 semester hours of required air force science, military science, or naval science coursework and accept a commission in one of the services. These courses may not be counted toward the professional elective requirement.

Correspondence and Extension Courses

Credit that a University student in residence earns simultaneously by correspondence or extension from the University or elsewhere or in residence at another school will not be counted toward a degree unless it is specifically approved in advance by the dean. No more than 30 percent of the semester hours required for any degree may be completed by correspondence, and no pharmacy courses taken by correspondence or extension may be counted toward a pharmacy degree.

Prescribed Work

Students who enter the Doctor of Pharmacy degree program must complete a minimum of 219 semester hours of coursework in the following areas: the core curriculum, additional basic education requirements, professional electives, and pre-professional and professional coursework.

Core Curriculum

Each student must complete the University’s Core Curriculum (p. 23). Because of the intensity and structure of the professional pharmacy curriculum, and because admission to the professional curriculum is highly competitive, the College of Pharmacy strongly recommends that students complete all of the core courses before they enter the college.

The following core requirements are usually met by the pre-professional and professional coursework described below: English composition with one writing flag, mathematics, science and technology (parts I and II), and humanities. Students must complete additional coursework to meet the core requirements listed below; the courses in each core area are listed in Core Curriculum (p. 23).

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year signature course</td>
<td>3</td>
</tr>
<tr>
<td>American and Texas government</td>
<td>6</td>
</tr>
<tr>
<td>American history</td>
<td>6</td>
</tr>
<tr>
<td>Social and behavioral sciences</td>
<td>3</td>
</tr>
<tr>
<td>Visual and performing arts</td>
<td>3</td>
</tr>
<tr>
<td>Total Hours</td>
<td>21</td>
</tr>
</tbody>
</table>

Transfer students who complete the core curriculum at another public Texas institution of higher education with core completion specified on their transcript and who are then admitted to the Pharm.D. program are considered ‘core complete’ by the University. Core curriculum requirements are waived for students admitted to the Pharm.D. program who have previously earned a bachelor’s degree.

Additional Basic Education Requirements

All students must also earn the following skills and experiences flags: writing, quantitative reasoning, cultural diversity in the United States, ethics, global cultures, and independent inquiry. See skills and experiences for more information; courses that carry these flags are identified in the Course Schedule. All skills and experience flags are fulfilled by courses within the professional pharmacy sequence, except for global cultures.

Flag requirements are waived for students admitted to the professional curriculum who have already earned a bachelor’s degree.
All students must complete the foreign language (p. 24) requirement before they enter the professional curriculum (unless they hold a prior bachelor’s degree).

**Professional Electives Course Requirement**

The student must complete at least four professional elective courses, for a total of at least 10 semester hours, on the letter-grade basis. The student must take the courses used to fulfill the professional electives requirement after admission to the professional curriculum.

**Concurrent Degrees, Pathways, and Programs**

**Pharm.D./MPH**

Students who have been admitted to the Pharm.D. program can apply for a Master of Public Health (MPH) degree through The University of Texas Health Science Center at Houston’s School of Public Health. Students will complete requirements for both the Pharm.D. and MPH concurrently over the course of four years. Information about this option is available through the Associate Dean for Academic Affairs.

**Pharm.D.-to-Ph.D Pathway**

The college offers a sequential Pharm.D.-to-Ph.D. degree program to qualified Pharm.D. students. The program combines the features of a professional Pharm.D. degree with the advanced research training of a pharmaceutical sciences Ph.D. degree. The areas of emphasis of the program are: Chemical Biology and Medicinal Chemistry, Health Outcomes, Molecular Pharmacuetics and Drug Delivery, Pharmacology and Toxicology, and Pharmacotherapy. Information about this program is available through the Associate Dean for Research and Graduate Studies.

**Lester Entrepreneurial Scholars Program**

The Lester Entrepreneurial Scholars Program is designed to prepare pharmacy students in the professional program to develop entrepreneurial and innovative leadership and thinking skills to tackle healthcare issues in innovative new ways. The Program goals are to: identify, nurture, and promote entrepreneurship and innovation skills; promote innovative ideas that improve patients’ lives; and, have projects go from concept to development. The program consists of distinct tracks: product entrepreneurship such as pharmaceuticals and technology; services entrepreneurship including pharmacy services and pharmacy business ownership; and, social entrepreneurship such as social, cultural, and environmental business ventures. Additional information can be found on the program website.

**Preprofessional and Professional Coursework**

The following courses are required. The course sequence given here shows the usual order in which courses are taken to fulfill prerequisite requirements and illustrates the feasibility of completing requirements for the degree within six calendar years. Students who depart significantly from this sequence may need more time to complete their coursework, because most courses are taught only once a year and because in a given semester the scheduled meeting time of a preprofessional or professional course may conflict with the times of core courses or professional electives.
<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
</table>

Students should consider enrolling in a First-Year Signature Course that also satisfies the global cultures flag requirement.

### Courses

Please see the General Information Catalog for a list of courses. The following field of study is housed in the College of Pharmacy: Pharmacy PharmD (PHM).
Lyndon B. Johnson
School of Public Affairs

Angela Evans, MA, Dean
Cynthia Osborne, PhD, Associate Dean (Interim)
http://www.utexas.edu/lbj/

General Information

The Lyndon B. Johnson School of Public Affairs offers the Master of Global Policy Studies, the Master of Public Affairs, and the Doctor of Philosophy with a major in public policy. Information is given in the Graduate Catalog about these programs and about the requirements for admission to graduate study.

Courses

Please see the General Information Catalog for a list of courses. The following fields of study are housed in the Lyndon B. Johnson School of Public Affairs: Public Affairs (P A).
Steve Hicks School of Social Work

Luis H. Zayas, PhD, Dean
Allan H. Cole Jr., PhD, Associate Dean, Academic Affairs
Esther Calzada, PhD, Associate Dean for Equity and Inclusion
Cossy Hough, LCSW, Assistant Dean, Undergraduate Programs
Sarah Swords, LCSW, Assistant Dean, Master's Programs
Tanya Voss, MSSW, Assistant Dean, Field Education
Cynthia G.S. Franklin, PhD, Associate Dean, Doctoral Education
Catherine Cubbin, PhD, Associate Dean, Research
Barbara L. Jones, PhD, Associate Dean, Health Affairs
Dede Sparks, LMSW, Assistant Dean, Health Affairs

https://socialwork.utexas.edu/

General Information

Accreditation
The bachelor of social work degree program is accredited by the Council on Social Work Education.

Mission
The Steve Hicks School of Social Work provides professional education and leadership in social work practice, research, and service to promote social and economic justice, enhance social welfare, and build strong community-University partnerships.

The mission of the Bachelor of Social Work (BSW) program is to prepare students as beginning level generalist professional social work practitioners who are committed to the provision of services that further the well-being of people and who promote social and economic justice. Building on a broad liberal arts framework, the BSW curriculum is designed to develop generalist practitioners who have an understanding of social work knowledge and values and are able to select different methods and resources to meet identified client needs, while recognizing and engaging the strengths of the client in the process. The curriculum offers students the opportunity to learn to promote, restore, maintain, and enhance the social functioning of multiple levels of systems in the environment, including individuals, families, small groups, organizations, and communities; to recognize worker and client limitations; and to know when to refer clients to other resources.

The BSW student is given the opportunity to learn collaboratively in a variety of settings using an ecosystems/developmental perspective; to recognize the relationships between client needs and public issues; to work toward the development of social policies, resources, and programs that meet basic human needs and empower at-risk groups; and to be sensitive to the diversities among individuals, including ethnicity, gender, age, sexual orientation, religion, and ability. The program is intended to prepare reflective, self-evaluating practitioners who have a strong identification with the social work profession and work to alleviate poverty, oppression, and discrimination.

Graduates of the program are expected to be able to enhance the problem-solving, coping, and developmental capacities of individuals, especially those from at-risk populations. They also are expected to contribute to the effective and humane operation of the systems within the environment that provide individuals with resources, services, and opportunities; to link individuals in need with the appropriate systems; and to contribute to the development and improvement of social policies that have an impact on people and their social environments, especially by empowering at-risk groups and by promoting social and economic justice.

The BSW program is integrated with and builds upon a liberal arts base that includes knowledge in language arts, the humanities, and the social, behavioral, and natural sciences. The curriculum includes content in social work values, diversity and at-risk populations, social and economic justice, human behavior and the social environment, research, social welfare policy and services, and social work intervention.

Program Objectives
Students graduating from the BSW program are expected to demonstrate the following characteristics:

1. A professional identity that incorporates the values and ethics of the social work profession and the professional development of self.
2. The ability to work with diverse populations with an understanding of, and respect for, the positive value of diversity, including ethnicity, gender, sexual orientation, age, ability, and religion, and to use communication skills differentially with diverse groups.
3. An understanding of the forms and mechanisms of oppression and discrimination.
4. The ability to apply strategies and skills that advance social and economic justice and to address the oppression of marginalized populations.
5. An understanding of the biological, psychological, social, and cultural contexts of changing client systems, including individuals, families, groups, organizations, communities, and the broader society, and their effects on development and behavior.
6. Beginning level competencies in research and evaluation, including the ability to evaluate research studies and apply their findings to practice, and, under supervision, evaluate their own practice interventions and those of other relevant systems.
7. An understanding of how social policy develops and differentially affects various client systems, workers, and agencies.
8. An understanding of the role the social work profession has played in promoting social change, historically and currently.
9. The attainment of knowledge and skills that demonstrate the ability to practice effectively with individuals, families, groups, organizations, and communities, in a manner that empowers client systems and uses their strengths in order to maximize their health and well-being.
10. An ability to apply critical thinking skills within the context of professional social work roles and practice.
11. An awareness of their responsibility to continue their professional growth and development, including the use of supervision appropriate to generalist practice.

History
The Steve Hicks School of Social Work was established as a graduate program in 1949 and began classes in the fall of 1950 with 24 students enrolled in the Master of Science in Social Work (MSSW) program. Undergraduate courses in social work were first offered in 1958. These were incorporated into a full Bachelor of Social Work (BSW) program in the fall of 1974.

The first BSW degree was awarded in December 1977. Since that time, the program has been strengthened by curriculum modifications reflecting changes in the profession and in society that have implications for beginning social work practice.
The Steve Hicks School of Social Work also offers programs leading to the Master of Science in Social Work and the Doctor of Philosophy. These are described in the Graduate Catalog.

**Facilities**

The Steve Hicks School of Social Work Building (1925 San Jacinto Boulevard) provides space for social work classes, including classrooms equipped for distance learning and an instructional technology classroom; offices for faculty and staff; an advising center and student services area; and a student lounge. The building also houses the Learning Resource Center (LRC), which has an extensive collection of social work related books, journals, and other publications partially funded by the Josleen Lockhart Memorial Book Fund. The LRC includes a computer laboratory for student use and provides space, equipment, and technical assistance for studying, meetings of small groups of students, viewing audiovisual materials, videotaping, and completing other skill-based learning assignments. The Steve Hicks School of Social Work Building also houses the Center for Social Work Research and the DiNicotto Center for Career Services.

**Financial Assistance Available through the School**

Although many University scholarships are awarded through the Office of Scholarships and Financial Aid, a limited number are awarded by the Steve Hicks School of Social Work to undergraduate social work students. Awards are made for reasons ranging from academic promise to financial need. Scholarship information, including eligibility requirements and the application process, is available through the Office of Academic Affairs. Additional scholarships funded by yearly contributions to the Steve Hicks School of Social Work are awarded to undergraduate social work students on the basis of academic excellence, financial need and potential contributions to the social work profession.

**Student Services**

**Academic Advising**

The Office of Academic Affairs in the Steve Hicks School of Social Work seeks to assist the student in exploring social work as a career choice, in planning an academic program suited to the student’s interests and talents, in seeking help with academic or personal problems, and in post-graduation planning, whether for employment or for further study. The Office of Academic Affairs also provides administrative support and student services, including maintenance of academic records, provision of official degree audits, and graduation certification for social work majors. Faculty and staff members are also available to assist students with questions about scholarship programs, degree requirements, rules and regulations, and other available campus services. Students who declare an interest in completing the social work program are required to meet with a social work adviser at least once each semester for academic advising. To arrange an appointment with an adviser, students should contact the Office of Academic Affairs.

During the student’s first and second academic years, the student and the adviser discuss the student’s career choice, the selection of a major, degree requirements, and requirements for admission to the major and to upper-division courses in social work; during the third year, the course work required for the major and the student’s preparation for entry into the field practicum; and during the fourth year, the field practicum and the student’s post-graduation plans.

**Career Choice Information**

Students interested in social work as a career are encouraged to discuss this interest at any time with a social work adviser. Advisers are available in the Office of Academic Affairs to help students explore social work practice and settings and the development of interest in social work through academic, volunteer and service learning experiences. Students are encouraged to use the variety of career services available through the DiNicotto Center for Career Services.

Members of the social work faculty are available to assist the student in choosing a career, as are the staff and resources of the University’s Sanger Learning Center, the Center for Community Engagement, and the Vickers Center for Strategic Advising and Career Counseling. Since the social work program requires admission to the major and completion of 122 semester hours, students are encouraged to discuss their interest in social work as a career early in their studies.

**Career Services**

Career development services are provided to students preparing to enter the professional job market. Students should inquire in the DiNicotto Center for Career Services, Steve Hicks School of Social Work Building 2.214. The office maintains a listserv of employment opportunities and provides information about social work careers, graduate programs, online resources, and other opportunities for professional development, volunteer and service-learning placements, and social work licensure. Workshops and other programs are offered on the fields of social work practice, résumé preparation, and job search and interview skills.

Professional social workers may seek employment in a number of areas. The Texas Department of Aging and Disability Services has established quality control standards that mandate the hiring of holders of BSW degrees in designated positions. The Texas Department of Family and Protective Services hires social workers for its child protective services programs, and the Texas Health and Human Services Commission hires BSW graduates for its client support services programs. Large nursing home facilities are also required to have a social work staff. Substance use disorder treatment programs, psychiatric hospitals, health care programs, school social work and dropout prevention programs, criminal justice programs, and programs for the elderly also employ social workers. Hospitals and agencies providing community-based health services, especially in rural areas, hire BSW graduates. More than a third of the program’s graduates go on to graduate schools throughout the country.

As a complement to the assistance available from the school, the University’s Sanger Learning Center and the Vickers Center for Strategic Advising and Career Counseling provide comprehensive career services to all students. The centers offer professional assistance to students in choosing or changing their majors or careers, seeking an internship, and planning for the job search or for graduate study.

The University makes no promise to secure employment for each graduate.

**Social Work Council**

The Social Work Council is an organization open to all students pursuing a social work degree or interested in the social work profession. The purposes of the council are to help students acquire a better understanding of the profession of social work, to provide a mechanism for student input on issues related to the social work curriculum and the school, and to organize and support social work related programs and projects that will benefit students, the school, the University, and the community.

Council activities are often conducted in collaboration with the Office of Academic Affairs. They include forums with guest speakers from community agencies and the University, community service projects, special interest groups that meet to discuss social work related topics,
Admission and Registration

Admission

Admission to the University

Admission and readmission of undergraduate students to the University is the responsibility of the director of admissions. Information about admission to the University is provided in General Information.

Admission Policies of the School

The Steve Hicks School of Social Work maintains two classifications of undergraduate students: pre-social work majors and social work majors. Pre-social work majors are usually first and second year students. After completing the requirements below, a student may apply for admission to the professional curriculum as a social work major. Students who are admitted into the major complete at least three semesters of social work coursework and any other remaining degree requirements. Students who fulfill all degree requirements receive a Bachelor of Social Work degree.

The professional practice of social work requires people who are above average in academic ability and performance, sufficiently emotionally mature to assume a helping role with people under stress, and committed to the ethical standards and performance demands of social work practice. Students are encouraged to use the advising services in the Steve Hicks School of Social Work early in their college careers in anticipation of meeting requirements for admission to the major. A student who is interested in seeking a social work degree must discuss their intentions with a social work advisor in an information session before applying for admission to the program.

Admission to the School as a Pre-Social Work Major

A student may transfer from another division of the University to the Steve Hicks School of Social Work in accordance with the regulations given in General Information.

A University student who wants to transfer as a pre-social work major must meet the following requirements:

1. Completion of at least 12 semester hours of coursework in residence at the University. Credit earned by exam, correspondence, and extension may not be counted toward this requirement.
2. A cumulative in-residence grade point average of at least 2.00.
3. If social work coursework has been completed prior to the application, a grade point of at least 2.50 in those courses is required, and all social work courses must have been completed with a grade of at least C.

Only currently enrolled students may apply. Forms to apply for internal transfer are available through the Steve Hicks School of Social Work Office of Academic Affairs.

Admission to the Steve Hicks School of Social Work is offered on a space-available basis to the students who are best qualified.

Students with over 90 semester hours of coursework or a completed degree are encouraged to consider other options, such as completing a degree in their current college/school or alternate institution with the option of pursuing a MSSW degree at a later date.

Admission to the Major in Social Work

No student may enter the professional curriculum (the required upper-division social work courses) unless the student has been admitted to the University as described in General Information and has been admitted to the major in social work by the assistant dean for undergraduate programs, following recommendation by the BSW Curriculum Committee, according to the procedures below. All students are considered according to the policies given in the editions of the General Information catalog and the Undergraduate catalog that are in effect at the time of the application.

The Steve Hicks School of Social Work considers students for admission to the major twice a year, during the fall and spring semesters. Admission applications are distributed during mandatory information sessions held by the Office of Academic Affairs. The application allows the student to describe their background and motivation to enter the social work profession as well as any special experiences that enhance the student’s application.

The Steve Hicks School of Social Work limits admission to the major to the number of students for whom a professional education of high quality can be provided. Because of enrollment restrictions dictated by the availability of faculty members and facilities, some applicants may be denied admission even though they meet the following minimum requirements.

1. The applicant must have completed at least 45 semester hours of coursework, including at least 30 hours chosen from the following requirements:
   a. All requirements of the University's Core Curriculum
   b. SOC 302
   c. PSY 301
   d. One three-semester-hour course in human biology: Biology 301E, 302D, 302E, 302F, 302G, 311C
   e. Second-semester-level proficiency, or the equivalent, in a single foreign language
   f. A three-semester-hour course in economics

2. The applicant must have completed the following courses with a grade of at least C in each course: Social Work 310, 312, 313, 318, and 325. The applicant must also have a University grade point average of at least 2.50 in courses that are part of the social work major requirements. Social Work 310 must be completed a semester before applying to the major.

3. The applicant must have a University grade point average of at least 2.00.

4. Application for admission must be made on forms available from the Office of Academic Affairs in the Steve Hicks School of Social Work.

5. The following must be submitted to the BSW Program by the application deadline:
   a. The completed application for admission to the professional curriculum
   b. A personal statement as explained on the application
   c. At least two recommendation forms completed by appropriate individuals who can attest to the applicant's academic and professional readiness to enter the program.
d. Documentation of successful completion of at least 45 hours of supervised service learning involving direct contact with clients in a human services organization

e. Official transcripts from all colleges attended, if the coursework has not been transferred to the student’s University record

f. Score reports for any credit earned by examination, if the scores are not on the student’s University record

6. The applicant may be asked to appear for a personal interview.

The applicant is considered on the basis of academic performance and their commitment to and suitability for generalist social work practice. The committee also assesses the applicant’s emotional and professional readiness to work with clients on the basis of such factors as their work in courses already taken, previous meetings with social work advisors, personal statement, and, if any, that is part of the application process. As a general guide, the committee also uses the Student Standards for Social Work Education, available at www.utexas.edu/ssw/current/forms/, which delineates expectations for social work students in four areas: basic abilities to acquire professional skills, mental and emotional abilities, professional performance skills, and scholastic performance. The Standards can be found in the appendix of the BSW Handbook, available at www.utexas.edu/ssw/current/forms/.

A student who is unable to attend in the semester for which the student is admitted must reapply for admission in order to enroll at a later time. A student who has been admitted to and enrolled in the professional curriculum, withdraws, and then wishes to return must apply for readmission on the basis of the curriculum in effect at the time of the return. A student who has been out of the University for a semester or more must also submit an application for readmission to the University.

Transfer Credit

As part of the application for admission to the University, students must submit transcripts from all other colleges and universities they have attended to the University’s Office of Admissions. Students seeking readmission must submit transcripts from all schools they have attended since leaving the University. The Office of Admissions evaluates all transcripts and grants the student transfer credit when possible for coursework completed at the other schools.

Although the University’s Office of Admissions may grant the student a certain number of semester hours of transfer credit for work completed in another social work program, the assistant dean for undergraduate programs in the Steve Hicks School of Social Work determines whether this coursework may be counted toward fulfillment of the Bachelor of Social Work degree requirements. Students who wish to use transfer credit to meet degree requirements should submit a course syllabus, assignments, and the titles and names of authors of textbooks to the assistant dean for undergraduate programs for evaluation.

Students may also seek transfer credit for coursework they complete at another institution after enrolling at the University. In this case the student should submit a transcript from the other institution to the University’s Office of Admissions and a syllabus, course assignments, and information about textbooks to the Steve Hicks School of Social Work’s assistant dean for undergraduate programs.

Registration

General Information provides information about registration, adding and dropping courses, transfer from one division of the University to another, and auditing a course. Published before registration each semester and summer session, the Course Schedule includes registration instructions, advising locations, and the times, places, and instructors of classes. The Course Schedule and General Information are published on the Office of the Registrar’s website.

Academic Policies and Procedures

Honors

University Honors

The designation University Honors, awarded at the end of each long-session semester, gives official recognition and commendation to students whose grades for the semester indicate distinguished academic accomplishment. Both the quality and the quantity of work done are considered. Criteria for University Honors are given in General Information.

Graduation with University Honors

Students who, upon graduation, have demonstrated outstanding academic achievement are eligible to graduate with University Honors. Criteria for graduation with University Honors are given in General Information.

Social Work Honors Program

The Social Work Honors Program is available to outstanding students who have distinguished themselves by superior academic performance during their time at the University.

Interested social work majors should apply for admission to the Honors Program Subcommittee of the BSW Curriculum Committee at least one full year before they expect to graduate. A University grade point average of at least 3.50 is required for admission, as is a grade point average of at least 3.50 in all of the coursework required for the major that the student has completed. The requirements for graduation from the Social Work Honors Program which are in addition to the requirements for the major, are: (1) a six-hour, two-semester honors tutorial course with a grade of at least B- for each semester; (2) an oral presentation of the student’s honors thesis in a research colloquium open to the Steve Hicks School of Social Work community and the public; (3) a University grade point average of at least 3.50 and a grade point average of at least 3.50 in the courses required for the major and for the Social Work Honors Program; and (4) completion in residence at the University of at least 60 hours of coursework counted toward the degree.

Review and Grievance Procedures

The Steve Hicks School of Social Work document Student Standards for Social Work Education in the BSW Handbook delineates standards for professional education that apply to students enrolled in the Steve Hicks School of Social Work. Because of the nature of professional social work practice, the Steve Hicks School of Social Work has different expectations of students than do nonprofessional programs. All social work students are expected to abide by the Standards and by the National Association of Social Workers (NASW) Code of Ethics. When a student’s performance does not meet expectations according to these established guidelines, a review may be called to bring the problem to the student’s attention and to develop a plan to address the problem. Usually, the issue is resolved and the student is continued in the program with additional support provided to the student and/or conditions established for the student’s continuance in the program. In some instances, depending on the nature of the problem, the student may be referred to the University’s Office of the Dean of Students, counseled to change majors, or dismissed from the program.

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Students enrolled in the social work program have the right to appeal decisions made by the social work program, including scholastic dismissal. Students are assured freedom from reprisals for filing appeals. Students who wish to appeal a decision made during a school review process should consult the Standards for information on grievance procedures, located in the BSW Handbook.

**Graduation**

**Special Requirements of the School**

All students must fulfill the General Requirements (p. 19) for graduation. Students in the Steve Hicks School of Social Work must also fulfill the following requirements.

1. All University students must have a grade point average of at least 2.00 to graduate. In the Steve Hicks School of Social Work, students must also have a grade point average of at least 2.50 in required social work courses.
2. To receive an undergraduate degree from the University, every student must fulfill the following requirements on coursework taken in residence:
   a. All University students must complete in residence at least 60 semester hours of coursework counted toward the degree. For the Bachelor of Social Work degree, these 60 hours must include at least 24 hours in the major and must include the required field practicum courses.
   b. The University requires that at least six semester hours of advanced coursework in the major be completed in residence. The Steve Hicks School of Social Work further requires that 24 of the 46 hours of upper-division coursework for the Bachelor of Social Work be completed in residence.
3. An Air Force, Army, or Naval Reserve Officer Training Corps student who elects the basic and/or advanced program in air force science, military science, or naval science will not be approved for graduation until the government contract is completed, unless the student is released from the ROTC.

**Applying for Graduation**

An official degree audit compares a student's coursework with degree requirements for a particular degree, major, and catalog. The degree audit normally provides an accurate statement of requirements, but the student is responsible for knowing the requirements for the degree as stated in a catalog under which the student is eligible to graduate and for registering so as to fulfill those requirements. The student should seek an official ruling in the Office of Academic Affairs before registering if in doubt about any requirement.

In the semester or summer session in which the degree is to be conferred, the candidate must be registered at the University and must apply for the degree in the Office of Academic Affairs. This should be done at the time of registration for the last semester, if possible, but in no event later than the deadline given in the official academic calendar. No degree will be conferred unless the graduation application form has been filed on time.

**Degrees and Programs**

**Applicability of Certain Courses**

No more than 36 semester hours in any one field of study other than social work may be counted toward the Bachelor of Social Work degree. No more than 60 semester hours of social work may be counted toward the degree.

**Physical Activity Courses**

Physical activity courses (PED) are offered by the Department of Kinesiology and Health Education. Six semester hours of this coursework may be counted toward the Bachelor of Social Work degree. All physical activity courses are counted among courses for which the student is enrolled, and the grades are included in the grade point average.

**ROTC Courses**

No more than six semester hours of credit for air force science, military science, or naval science courses may be counted toward the Bachelor of Social Work. Such credit may be used only as lower-division electives in degree programs that have room for such electives and only by students who have completed the third and fourth years of the ROTC program.

**Correspondence and Extension Courses**

Credit that a University student in residence earns simultaneously by correspondence or extension from the University or elsewhere or in residence at another school will not be counted toward a degree in the Steve Hicks School of Social Work unless specifically approved in advance by the dean. No more than 30 percent of the semester hours required for the Bachelor of Social Work may be taken by correspondence. More information is available from the assistant dean for undergraduate programs.

**Courses Taken on the Pass/Fail Basis**

Undergraduate students who have received at least 30 semester hours of college credit may take no more than five one-semester courses in elective subjects outside their major area on the pass/fail basis. Students must state their intention to register on this basis by the deadline given in the official academic calendar; they may not change the basis of registration in a course more than once; and they may not take more than two courses a semester on this basis.

**Other Courses**

Music 101Q or Music 101V may not be counted toward any degree in the Steve Hicks School of Social Work. Other introductory courses, such as Music 201J, 201M, and 201N, may be counted toward degrees in the school.

No more than six semester hours of Bible courses may be counted toward the Bachelor of Social Work degree.

**Bachelor of Social Work**

The requirements for the Bachelor of Social Work degree are designed to give the student an opportunity for integrated, nonrepetitive learning. A total of 122 semester hours is required. These may include credit by examination and a maximum of five one-semester elective courses taken on the pass/fail basis. All students must complete the requirements for the major and must complete at least 60 semester hours in residence at the University. These 60 hours must include at least 24 semester hours in social work. A completed degree program must include at least 46 semester hours of upper-division coursework, of which 24 semester hours must have been taken in residence. No more than 60 semester hours in social work may be counted toward the degree.

Each student must complete a sequence of prescribed work; major requirements, which include the field practicum; and special requirements, which include electives.
Prescribed Work

The prescribed work provides the liberal arts base for the social work curriculum. Interdepartmental courses and credit by examination may be used to meet these requirements. Unless otherwise indicated, a course taken to meet the requirements of one area may not also be used to fulfill the requirements of another area; however, a single course may be used, unless otherwise indicated, to fulfill both an area requirement and a major requirement. No course used to fulfill area or major requirements, other than the field practicum, may be taken on the pass/fail basis.

Core Curriculum

All students must complete the University’s Core Curriculum (p. 23). A single course may not be counted toward more than one core area, but in some cases a course that is required for the Bachelor of Social Work may also be counted toward the core curriculum; these courses are identified below.

Skills and Experience Flags

In the process of fulfilling the core curriculum and other degree requirements, all students pursuing the Bachelor of Social Work must complete courses that carry flags in the following areas:

1. Writing: Three courses beyond RHE 306 or the equivalent that carry a writing flag; one of these courses must be upper-division. Social Work 323K and 327 count toward this requirement; students must complete the third writing course outside the Steve Hicks School of Social Work. Courses used to fulfill the writing requirement may be used to fulfill other requirements.


5. Global cultures: One flagged course chosen from approved list.


Foreign Language

In addition to the core curriculum requirements above, undergraduates must earn credit for the second college-level course, or the equivalent, in a foreign language. American Sign Language and Sign Language for Social Workers may be used to fulfill this requirement.

Major Requirements

The Bachelor of Social Work program offers basic courses designed to provide students with concentrated and in-depth educational experience combining social work knowledge and practice skills. No course used to fulfill major requirements, except Social Work 640 and 641, may be taken on the pass/fail basis. Students are advised to complete the core curriculum, the skills and experiences flags, the foreign language requirement, and all lower-division major requirements before taking upper-division courses. In developing their degree plans, students must also pay careful attention to the sequencing of social work courses to ensure that prerequisite requirements are met.

Academic credit cannot be granted for life experience or previous work experience, and such experience cannot be substituted for any of the courses in the professional foundation areas or the field practicum. Students who believe they have the qualifications to receive credit by examination for a social work course other than the practice sequence coursework (Social Work 312, 332, 333, and 334) and the field practicum may submit a written request to the assistant dean for undergraduate programs. The assistant dean will review the request and determine whether or not the student should be permitted to take the examination.

1. The following courses are required:
   a. Social welfare policy: Social Work 310, 323K.
2. Students must complete a three-semester-hour introductory course in psychology. PSY 301 fulfills this requirement and may also be counted toward the social and behavioral science requirement of the core curriculum.
3. Students must complete a three-semester-hour introductory course in sociology. SOC 302 fulfills this requirement and may also be counted toward the social and behavioral science requirement of the core curriculum.
4. Students must complete a three-semester-hour course in human/environmental biology. Biology 301E, 302D, 302E, 302F, 302G, 311C, or the equivalent. If biology coursework is not used for science and technology part I, any of these courses may be used to fulfill the science and technology part II requirement.
5. Students must complete three semester hours in economics. Certain economics courses may also be used to fulfill the social and behavioral sciences requirement of the core curriculum.
6. Students must complete three semester hours in child psychology or child development. PSY 304 or Human Development and Family Sciences 313 accompanied with HDFS 113L may be used to fulfill this requirement.
7. Students must complete at least nine semester hours of upper-division coursework in the social and behavioral sciences (applied learning and development, anthropology, economics, educational psychology, government, history, kinesiology, psychology, sociology, Social Work 360K topics) in addition to other major requirements. Six of these nine hours may be upper-division social work electives.

Field Sequence Requirements

The social work program requires that students complete 45 clock hours of supervised service learning related to social work to be admitted to the major, to upper-division courses in social work, and to the field practicum. These service learning hours may be used to meet course requirements in Social Work 310 and 312. Students must also complete 480 clock hours of fieldwork as part of the course requirements in Social Work 640 and 641. Students have the opportunity in the field practicum to develop the professional skills needed for entry-level social work positions as generalist practitioners. Adequate laboratory time through the field practicum is built into this professional program to provide students with an opportunity to test their developing skills in a real-life environment. At the same time, faculty members evaluate the student’s professional development within the context of the educational objectives established for the experience. The goals are for the student to learn real-life practice, to develop skills, to relate concepts to skill development, to remain motivated to continue to learn, and to evaluate personal performance.

To enroll in the field practicum, students must meet the following requirements: (1) admission to the major in social work; (2) a University grade point average of at least 2.00; and (3) both a grade point average of at least 2.50 for the following group of courses and a grade of at least C in each course in the group: Social Work 310, 312, 313, 318, 323K, 325, 327, 332, 333, and 334.
Following the student’s admission to the field practicum, his or her work is reviewed periodically by the student, the field faculty, and the agency supervisor. Should the student have trouble meeting the professional or academic requirements of the program, the review process will bring the difficulty to the student’s attention and assist the student in seeking appropriate resolution. The student may make use of counseling and advising services at any time. If difficulties cannot be resolved, the field director may conduct an administrative review, which may result in the student being dropped from the field practicum. Failure to provide evidence of insurance or professional liability insurance coverage paid for the duration of the course. The effective date of the policy must be on or before the first regular class period of the field practicum course for which the student is enrolling. Failure to provide evidence of insurance may result in the student being dropped from the field practicum.

Special Requirements

Elective Requirements and Limitations
In addition to the area and major requirements given above, the student must take elective coursework to complete the 122 semester hours required for the Bachelor of Social Work. No more than five one-semester courses taken on the pass/fail basis, 36 hours in any one field of study other than social work, and 54 hours in social work may be counted toward the 122-hour requirement.

Minimum Scholastic Requirements

1. The student must fulfill the University-wide graduation requirements and the requirements of the Steve Hicks School of Social Work given earlier in this section.

2. To apply for admission to the social work major, a student must have earned a grade of at least C in each of the following courses: Social Work 310, 312, 313, 318 and 325. The student must also have a University grade point average of at least 2.00 and a grade point average of at least 2.50 in all the courses he or she has completed that are part of the social work major requirements. Additional requirements are given in the section Admission to the Major in Social Work (p. 322).

3. Following the student’s admission to the major, the student’s coursework is reviewed periodically by the student and the academic adviser. Students must maintain a University grade point average of at least 2.00; they must also earn a grade of at least C in each course listed as a social work major requirement and must maintain a grade point average of at least 2.50 in these courses. If the student has trouble meeting the professional or academic requirements of the major, the review process delineated in Student Standards for Social Work Education, available online, will bring the difficulty to the student’s attention and assist the student in making appropriate resolution. The student may make use of counseling and advising services at any time.

4. The Steve Hicks School of Social Work follows Undergraduate Policies for Scholastic Probation and Dismissal.

5. All students who seek to reenter the Steve Hicks School of Social Work after having been placed on enforced withdrawal or academic dismissal must have the approval of the assistant dean for undergraduate programs.

6. Any student who has a grade of C or higher in a course may not repeat the course and use the second grade to improve his or her grade point average without special permission of the assistant dean for undergraduate programs. If a student repeats a course, all grades received for the course are included in the grade point average.

Order and Choice of Work

A pre-social work major may fulfill the requirements for application to the major in four or five long-session semesters, depending on the number of hours completed each semester. After admission to the major, students complete a three-semester professional sequence and additional requirements needed for the BSW degree.

Suggested Schedule for Pre-Social Work Majors

<table>
<thead>
<tr>
<th>First Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
<th>Summer Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHE 306</td>
<td></td>
<td>A course to be counted towards the mathematics requirement of the core curriculum</td>
<td>3 GOV 310L</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>S W 310</td>
<td>3</td>
<td>A course to be counted toward the U.S. history requirement of the core curriculum</td>
<td>3 A course to be counted towards the natural science and technology part I requirement of the core curriculum</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PSY 301</td>
<td></td>
<td>A course that carries a global cultures flag</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOC 302</td>
<td></td>
<td>A biology course to be counted toward the natural science and technology part I or II requirement of the core curriculum</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UGS 302 or 303</td>
<td></td>
<td>A three-hour course to be counted toward the visual and performing arts requirement of the core curriculum</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
<th>Summer Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>E 316L, 316M, 316N, or 316P</td>
<td>3 S W 313</td>
<td>3 GOV 306C, 312L, or 312P</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S W 312</td>
<td>3</td>
<td>A course to be counted toward the U.S. history requirement of the core curriculum</td>
<td>3 An economics course</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Foreign language 601D, or an equivalent beginning course; or Sign Language for Social Workers I</td>
<td>3-6 S W 325</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S W 318</td>
<td>3</td>
<td>Foreign language 610D, or an equivalent second sequence course; or Sign Language for Social Workers II</td>
<td>3-6</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A course to be counted toward the natural science and technology part I or II requirement of the core curriculum</td>
<td>3 A three-hour upper-division elective, if needed, to provide the required forty-six hours of upper-division credit</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>A non-social work course that carries a writing flag</td>
<td>3 S W 327</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Three hours of upper-division social and behavioral science coursework

3 S W 334 3

PSY 304 or HDF 313 and HDF 113L

3 Three hours of upper-division social and behavioral science coursework

Three hours of elective coursework

3

Fourth Year

<table>
<thead>
<tr>
<th>First Term</th>
<th>Hours</th>
<th>Second Term</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S W 323K</td>
<td>3</td>
<td>S W 640</td>
<td>6</td>
</tr>
<tr>
<td>S W 332</td>
<td>3</td>
<td>S W 641</td>
<td>6</td>
</tr>
<tr>
<td>S W 333</td>
<td>3</td>
<td>S W 444</td>
<td>4</td>
</tr>
<tr>
<td>Three hours of upper-division social and behavioral science coursework</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12 16

Total credit hours: 109-115

The student must also complete all other remaining required coursework before the field practicum, including electives needed to provide the total of 122 semester hours required for the degree. No other courses may be taken concurrently with the field practicum courses.

Minors and Certificate Programs

Minor

The transcript-recognized undergraduate academic minor must be completed in conjunction with an undergraduate degree at The University of Texas at Austin. For more information regarding the requirements for achieving a minor, including a comprehensive list of minors, please visit the Minor and Certificate Programs (p. 13) section of the Undergraduate Catalog.

Social Work Minor

A Social Work Minor requires completion of 15 semester hours, six of which must be upper-division. All courses in the Social Work minor must be taken on a letter grade basis and students must earn a minimum grade of a C.

All interested students must apply for admission to the minor. To be eligible, students must satisfy the following requirements:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S W 310 Introduction to Social Work and Social Welfare</td>
<td>3</td>
</tr>
</tbody>
</table>

Submission of a personal statement of interest in the Social Work Minor

Minimum University of Texas at Austin GPA of 2.0

1. With a minimum grade of a 'C'

Required Courses

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S W 310 Introduction to Social Work and Social Welfare</td>
<td>3</td>
</tr>
<tr>
<td>S W 312 Generalist Social Work Practice: Knowledge, Values, and Skills</td>
<td>3</td>
</tr>
<tr>
<td>S W 325 Foundations of Social Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Students will choose 2 additional courses from S W 360K numbered topic courses to complete their required 15 semester hours.

Disability Studies Minor

A program that focuses on the nature, meaning, and consequences of what it is to be defined as disabled and explores the historical, cultural, economic, physiological, and socio-political dynamics of disability. Includes instruction in disability rights, legal issues, and public policy; literature, philosophy, and the arts; and/or research in the social sciences, education, and health sciences addressing social and experiential aspects of disability.

All interested students must apply for admission to the minor. To be eligible, students must 1) submit a personal statement of interest in the Disability Studies Minor, and 2) have an overall minimum University of Texas at Austin GPA of 2.5.

The Disability Studies Minor requirements are:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>S W 325 Foundations of Social Justice</td>
<td>3</td>
</tr>
</tbody>
</table>

Six hours chosen from:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALD 322 Individual Differences</td>
<td>6</td>
</tr>
<tr>
<td>ANT 349C Human Variation</td>
<td></td>
</tr>
<tr>
<td>EDP 376T Topics in Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>KIN 352K Studies in Human Movement: Topical Studies</td>
<td></td>
</tr>
<tr>
<td>KIN 360 Programming for People with Disabilities</td>
<td></td>
</tr>
<tr>
<td>N 347 Specialized Topics in Nursing</td>
<td></td>
</tr>
<tr>
<td>SLU 306K Introduction to Speech, Language, and Hearing Sciences</td>
<td></td>
</tr>
<tr>
<td>SLU 308K Perspectives on Deafness</td>
<td></td>
</tr>
<tr>
<td>S W 360K Current Social Work Topics</td>
<td></td>
</tr>
</tbody>
</table>

Please Note:

All courses in the disability studies minor must be taken on a letter grade basis, and students must earn a minimum grade of a C.

Certificates

Certificate in Public Safety for Bachelor of Social Work Students

The certificate in public safety provides undergraduate social work students with coursework and service learning opportunities that prepare them for careers in public safety. These careers may include work in such settings as law enforcement, fire departments, Emergency Medical Services (EMS), and emergency management at the local, state, and national levels.

Requirements:

The certificate will be awarded to students whose successful completion of the BSW program of work includes six courses (18 hours) in the area of focus, including:
### Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSF 311</td>
<td>Social Work and Public Safety</td>
<td>3</td>
</tr>
<tr>
<td>SW 325</td>
<td>Foundations of Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>Three courses chosen from the following:</td>
<td></td>
<td>9</td>
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<tr>
<td>SW 311</td>
<td>Introductory Topics in Social Work (Topic 3: Introduction to the Criminal Justice System)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 3: Treatment of Substance Use Disorders)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 4: Social Work Practice with Abused and Neglected Children and their Families)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 5: Advanced Topics in Social and Economic Justice)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 6: Contemporary Issues in Domestic Violence)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 8: Leadership in the Community)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 11: Communication Skills in Interdisciplinary Settings)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 12: Social Work in the Legal System)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 14: Working with Youth Gangs)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 15: Youth, Delinquency, and Juvenile Justice)</td>
<td></td>
</tr>
<tr>
<td>SW 360K</td>
<td>Current Social Work Topics (Topic 18: Mental Health Issues in Public Safety)</td>
<td></td>
</tr>
<tr>
<td>PSF 360K</td>
<td>Public Safety Field Immersion</td>
<td>3</td>
</tr>
</tbody>
</table>

### Courses

Please see the [General Information Catalog](#) for a list of courses. The following fields of study are housed in the Steve Hicks School of Social Work: Public Safety (PSF) and Social Work (SW).

1. Field Immersion Placements: Placements will be completed in public safety related settings, including such possibilities as the Austin Police Department, The University of Texas at Austin Police Department, Travis County Sheriff’s Office, the Department of Corrections, City of Austin Office of Emergency Management, Travis County Office of Emergency Management, and Austin EMS.

Application Process:

Students will complete an application form and submit it to the Undergraduate Program Coordinator, who, in consultation with the Senior Associate Dean for Academic Affairs, will offer admission to the Certificate Program.
To help students transfer credit from one institution to another, Texas community colleges employ a statewide numbering system for their courses. The Texas Common Course Numbering system (TCCN) is a standard set of four-character abbreviations for academic disciplines and four-digit course numbers. The first digit of the number represents the academic level of the course (0 for subfreshman, 1 for freshman, and 2 for sophomore); the second represents the semester credit hour value of the course. Texas public universities, and some private ones, cross-reference their courses with TCCN.

Listed below are TCCN course designations and their University transfer credit evaluations. In the University's three-digit numbering system, the first digit indicates the semester credit hour value of the course. The suffixes A and B indicate the first and second parts of a course; credit for each part is half the value indicated by the first digit.

Notes are given below the table.

<table>
<thead>
<tr>
<th>TCCN Designation</th>
<th>The University of Texas at Austin</th>
<th>Transfer Credit</th>
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<tbody>
<tr>
<td>ACCT 2301</td>
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<td></td>
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<tr>
<td>ACCT 2302</td>
<td>ACC 312</td>
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<td>ACCT 2402</td>
<td>ACC 412</td>
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<tr>
<td>ANTH 2302</td>
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<td>ANTH 2351</td>
<td>ANT 302</td>
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<td>ARA 407</td>
<td></td>
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<td>ARAB 2311</td>
<td>ARA 312K</td>
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<td>ARAB 2312</td>
<td>ARA 312L</td>
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<tr>
<td>ARCH 1301</td>
<td>ARC 318K</td>
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<td>SOCI 2301</td>
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<tr>
<td>SPAN 1412</td>
<td>SPN 407&lt;sup&gt;3,4&lt;/sup&gt;</td>
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<tr>
<td>SPAN 2311</td>
<td>SPN 312K&lt;sup&gt;4&lt;/sup&gt;</td>
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</table>
This is a modified course number with a higher credit value than is normally offered at the University. The higher value does not affect the course's prerequisite or degree applicability.

2. Lower-division biology courses may transfer as generic credit, without a specific University course number. The terms ‘Frmn’ and ‘Soph’ identify freshman- and sophomore-level lecture credit. 'Lab' identifies lower-division laboratory credit. For students in the School of Biological Sciences, such credit is applicable toward prerequisite and degree requirements only with department approval. For students in other degree plans that require specific biology courses, such credit is applicable only with the approval of the student's academic dean. Introductory major-track lecture credit (TCCN BIOL 1406, 1407, 1306, or 1307) generally transfers as Biology 311C and 311D. Major-track laboratory credit (TCCN BIOL 1106, 1107, or the lab components of 1406 and 1407) generally transfers with the modified course numbers BIO 206LA and 206LB. Nonmajor lecture credit (TCCN BIOL 1408, 1409, 1308, or 1309) generally transfers as Biology 302E and 302D. Nonmajor laboratory credit (TCCN BIOL 1108, 1109, or the lab components of 1408 and 1409) transfers generically, because the University does not offer nonmajor lab courses.

3. This is a modified course number with a lower credit value than is normally offered at the University. In many cases, such transfer credit may be counted toward prerequisite or degree requirements in place of the higher-value University course; however, such substitution is at the discretion of the student's academic dean.

4. This is a course no longer offered at the University but still used in awarding transfer credit and still applicable toward certain degree requirements. For students in the School of Nursing, BIOL 2420, 2421, 2320, 2321, 2120, and 2121 transfer as retired Microbiology (MIC) courses.

5. Texas community colleges do not offer direct equivalents of The University of Texas at Austin's Government 310L, 312L, or 312P. GOVT 2305+2306 together fulfill the core 070 requirement. Either GOVT 2305 or 2306 combines with Government 310L (but not with 312L or 312P) to fulfill the core 070 requirement.

6. For School of Architecture students, ARCH 1311 transfers as generic architecture credit and ARC 308 must be taken in residence.
Appendix B: Course Abbreviations

The University offers courses in various fields of study, which are published in the *General Information Catalog*. Please see the *Courses* section of the *General Information Catalog* for fields of study and their corresponding abbreviations.
School of Architecture Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Michelle Addington, Professor  
Henry M. Rockwell Chair in Architecture  
DEnvironD, Harvard University, 1997

Dean J Almy, Associate Professor  
MArch, University of Texas at Austin, 1989

Anthony Alofsin, Professor  
Roland Gommel Roessner Centennial Professorship in Architecture  
PhD, Columbia University in the City of New York, 1987

Kevin S Alter, Professor  
The Sid W. Richardson Centennial Professorship in Architecture  
MArch, Harvard University, 1990

Simon D Atkinson, Professor  
Mike Hogg Professorship in Community and Regional Planning  
PhD, University of Sheffield, 1989

Adam Barbe, Lecturer  
MLA, University of Texas at Austin, 2008

Michael L Benedikt, Professor  
Hal Box Endowed Chair in Urbanism  
DEnvironD, Yale University, 1975

Miroslava Benes, Associate Professor  
PhD, Yale University, 1989

Kory Bieg, Associate Professor  
MArch, Columbia University in the City of New York, 2002

Judith C Birdsong, Lecturer  
MArch, University of Florida, 1992

John P Blood, Distinguished Senior Lecturer  
MArch, Yale University, 1987

Yvonne M Boudreaux, Lecturer  
MFA, University of Texas at Austin, 2007

Danelle Irene Briscoe, Associate Professor  
MArch, Yale University, 2002

Coleman Coker, Professor of Practice  
MFA, Memphis College of Art, 1994

Miriam S Collins, Assistant Professor  
MCityP, Massachusetts Institute of Technology, 2012

Ulrich C Dangel, Associate Professor  
MArch, University of Oregon, 1999

Elizabeth A Danze, Professor  
Bartlett Cocke Regents Professorship in Architecture  
MArch, Yale University, 1990

Tara A Dudley, Lecturer  
PhD, University of Texas at Austin, 2013

Matt Fajkus, Associate Professor  
MArch, Harvard University, 2005

Nerea Feliz Arrizabalaga, Assistant Professor  
BArch, Universidad Politecnica de Madrid (UPM), 2001

Juliana Felkner, Assistant Professor  
MArch, University of Kansas Main Campus, 2008

Edward R Ford, Visiting Professor  
MArch, Washington University in St Louis, 1972

Gina Ford, Visiting Professor  
MArch, Harvard University, 2003

Ilse L Frank, Lecturer  
MLA, University of Pennsylvania, 2006

Betsy Frederick-Rothwell, Lecturer  
MArch, University of California-Berkeley, 2002

Michael L Garrison, Professor  
MArch, Rice University, 1971

Allison H Gaskins, Lecturer  
MArch, University of Texas at Austin, 2007

Robert Scott Gill, Lecturer  
MArch, Rice University, 1987

Tamie Michele Glass, Associate Professor  
MArch, University of Oregon, 2001

Francisco Henning Gomes, Associate Professor  
MArch, Harvard University, 1995

Martin Haettasch, Lecturer  
MArch, Princeton University, 2007

Maggie Hansen, Assistant Professor  
MLA, University of Virginia, 2010

Hope Hasbrouck, Associate Professor  
MLArch, Harvard University, 1996

David D Heymann, Professor  
Harwell Hamilton Harris Regents Professorship in Architecture  
MArch, Harvard University, 1988

Michael Holleran, Associate Professor  
PhD, Massachusetts Institute of Technology, 1991

Benjamin Ibarra Sevilla, Associate Professor  
MS, Universidad de Alcala, 2005

Aleksandra Jaeschke, Assistant Professor  
DDes, Harvard University, 2018

jenny L Janis, Lecturer  
MLA, Harvard University, 2009

Richard Wayne Jennings, Adjunct Professor  
PhD, Harvard University, 2008

Junfeng Jiao, Associate Professor  
PhD, University of Washington - Seattle, 2010

Alex Karner, Assistant Professor  
PhD, University of California-Davis, 2012

Daniel Koehler, Assistant Professor  
PhD, University of Innsbruck, 2015

Sofia Krimizi, Visiting Professor  
Ruth Carter Stevenson Regents Chair in the Art of Architecture
MS, Columbia University in the City of New York, 2010

Kyriakos Kyriakou, Visiting Professor
Ruth Carter Stevenson Regents Chair in the Art of Architecture
MS, Columbia University in the City of New York, 2010

Fernando Luiz Lara, Professor
PhD, University of Michigan-Ann Arbor, 2001

Charles M Lawrence, Adjunct Professor
BArch, University of Texas at Austin, 1981

Ryan C Lemmo, Lecturer
BArch, Rice University, 2009

Stephanie S Lemmo, Lecturer
BArch, Rice University, 2009

Charlton N Lewis, Senior Lecturer
MArch, University of Texas at Austin, 2013

Phoebe Lickwar, Associate Professor
MLA, Rhode Island School of Design, 2006

Katherine E Lieberknecht, Assistant Professor
PhD, Cornell University, 2008

Christopher A Long, Professor
Martin S. Kermacy Centennial Professorship in Architecture
PhD, University of Texas at Austin, 1993

Sarah L Lopez, Associate Professor
PhD, University of California-Berkeley, 2011

Mark Macek, Specialist
BArch, University of Texas at Austin, 1990

Piergianna Mazzocca, Lecturer
MS, Delft University of Technology, 2016

Adam Barrett Miller, Lecturer
MArch, University of California-Berkeley, 2016

S Milovanovic-Bertram, Associate Professor
MArch, Harvard University, 1974

Juan Miro, Professor
MArch, Yale University, 1991

Elizabeth Mueller, Associate Professor
PhD, University of California-Berkeley, 1992

Rasa Navasaityte, Lecturer
Mag, University of Applied Arts Vienna, 2010

Izabella Zsuzsanna Nuckels, Lecturer
MSHP, University of Texas at Austin, 2016

Michael Oden, Associate Professor
PhD, New Sch for Soc Research, 1992

Clay D Odom, Associate Professor
MS, Columbia University in the City of New York, 2003

Suhash Patel, Lecturer
MArch, Architectural Association School of Architecture, 2015

Robert G Paterson, Associate Professor
PhD, University of North Carolina at Chapel Hill, 1993

Ana Francisca Moreira aroso Pinto De Oliveira, Lecturer

MArch, Universitat Politecnica de Catalunya, 2008

Adam Aleksander Pyrek, Lecturer
MA, Architectural Association School of Architecture, 2005

Rachael Rawlins, Distinguished Senior Lecturer
JD, University of Texas at Austin, 1993

Sandra Rosenbloom, Research Professor
PhD, University of California-Los Angeles, 1975

Joyce Rosner, Distinguished Senior Lecturer
MArch, University of Houston, 1981

Gian Claudia Sciara, Assistant Professor
PhD, University of California-Berkeley, 2009

Allan W Shearer, Associate Professor
PhD, Harvard University, 2003

Keith A Shuley, Lecturer
JD, University of Houston, 1981

Igor P Siddiqui, Associate Professor
MArch, Yale University, 2003

Bjorn Ingmunn Sletto, Associate Professor
PhD, Cornell University, 2006

Marla Smith, Lecturer
MArch, University of Texas at Austin, 1996

Vincent L Snyder, Professor
MArch, Princeton University, 1988

Lawrence W Speck, Professor
The W. L. Moody, Jr. Centennial Professorship in Architecture
MArch, Massachusetts Institute of Technology, 1972

Robert F Stepnoski, Senior Lecturer
BArch, Boston Architectural Center, 2001

Kevin M Sullivan, Lecturer
MLA, University of Texas at Austin, 2013

Jean-Pierre Trou, Lecturer
MArch, University of Texas at Austin, 2010

Danilo F Udovicki, Associate Professor
PhD, Massachusetts Institute of Technology, 1995

Evan Voight, Lecturer
MBA, Butler University, 2012

Wilfried Wang, Professor
O'Neil Ford Centennial Chair in Architecture
MS, University College London, 1981

Jacob A Wegmann, Assistant Professor
MCP, Massachusetts Institute of Technology, 2006

Dason M Whitsett, Lecturer
MS, University of Texas at Austin, 2005

Nichole Wiedemann, Associate Professor
MA, Princeton University, 1992

Patricia A Wilson, Professor
PhD, Cornell University, 1975

Jennifer Lynn Wong, Lecturer
Red McCombs School of Business Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Christopher Aarons, Lecturer
Marketing
MBA, Pepperdine University, 1999

Ashish Agarwal, Associate Professor
Information, Risk, and Operations Management
PhD, Carnegie Mellon University, 2009

Shiva Agarwal, Assistant Professor
Management
PhD, University of Pennsylvania, 2017

Joshua D Alexander, Lecturer
Finance
MBA, University of Pennsylvania, 2009

Andres Almazan, Professor
Finance
PhD, Massachusetts Institute of Technology, 1996

Aydogan Alti, Associate Professor
Finance
PhD, Carnegie Mellon University, 2002

Gregory A Alves, Lecturer
Finance
MBA, University of San Francisco, 1994

Richard A Amato, Lecturer
Management
MBA, University of Texas at Austin, 1998

Tejwansh Singh Anand, Clinical Assistant Professor
Information, Risk, and Operations Management
EdD, Teachers College, Columbia University, 2014

Edward G Anderson Jr, Professor
Mr. and Mrs. William F. Wright, Jr. Centennial Professorship for Management of Innovative Technology
Information, Risk, and Operations Management
PhD, Massachusetts Institute of Technology, 1997

Mary Ann Anderson, Lecturer
Information, Risk, and Operations Management
MS, Massachusetts Institute of Technology, 1997

Stephen J Anderson, Assistant Professor
Marketing
PhD, London Business School, Regent’s Park, 2015

Jeffrey S Andrien, Lecturer
Finance
MBA, University of Texas at Austin, 2005

Mihran A Aroian, Lecturer
Management
MBA, University of Texas at Austin, 1988

Rowland Atiase, Professor
Accounting
PhD, University of California-Berkeley, 1980

Patrick S Badolato, Senior Lecturer
Accounting
PhD, Duke University, 2010

Uttarayan Bagchi, Professor
Information, Risk, and Operations Management
PhD, Pennsylvania State University Main Campus, 1985

Anantaram Balakrishnan, Professor
Kenneth M. and Susan T. Jastrow II Chair in Business Information, Risk, and Operations Management
PhD, Massachusetts Institute of Technology, 1985

Indranil R Bardhan, Professor
Foster Parker Centennial Professorship of Finance and Management
Information, Risk, and Operations Management
PhD, University of Texas at Austin, 2005

Michael J Barrett, Lecturer
Management
PhD, University of Texas at Austin, 1994

Caroline A Bartel, Associate Professor
Management
PhD, University of Michigan-Ann Arbor, 1998

Anitesh Barua, Professor
David Bruton, Jr. Centennial Chair in Business Decision Support Systems
Information, Risk, and Operations Management
PhD, Carnegie Mellon University, 1990

Scott W Bauguess, Clinical Associate Professor
Finance
PhD, Arizona State University Main, 2004

Fred C Beach, Lecturer
Management
PhD, University of Texas at Austin, 2010

Ben Bentzin, Lecturer
Marketing
MBA, University of Pennsylvania, 1992

Y Sekou Bermiss, Associate Professor
Management
PhD, Northwestern University, 2009

Steven M Bowers, Lecturer
Finance
JD, University of Texas at Austin, 1982

Mark L Bradshaw, Lecturer
Accounting
JD, University of Texas at Austin, 1988

Steven M Brister, Lecturer
Marketing
MBA, University of Texas at Austin, 1989

Patrick L Brockett, Professor
Gus Wortham Memorial Chair in Risk Management and Insurance
Information, Risk, and Operations Management
PhD, University of California-Irvine, 1975

Andrew Brodsky, Assistant Professor
Management
PhD, Harvard University, 2017
Susan M Broniarczyk, Professor
Susie and John L. Adams Endowed Chair in Business Marketing
PhD, University of Florida, 1992
Casandra B Brown, Visiting Professor
Management
PhD, University of Houston, 2002
Keith C Brown, Professor
Finance
PhD, Purdue University Main Campus, 1981
Patti J Brown, Lecturer
Accounting
MPA, University of Texas at Austin, 1989
Christopher J Burke, Lecturer
Information, Risk, and Operations Management
PhD, Indiana University at Bloomington, 1995
Ethan R Burris, Professor
Management
PhD, Cornell University, 2005
John Burrows, Lecturer
Management
PhD, Tulane University, 2003
John C Butler, Clinical Associate Professor
Finance
PhD, University of Texas at Austin, 1998
Johnny S Butler, Professor
J. Marion West Chair for Constructive Capitalism Management
PhD, Northwestern University, 1974
Daniel O Campbell, Lecturer
Finance
MBA, University of Texas at Austin, 2006
Taylor Jay Canann, Lecturer
Information, Risk, and Operations Management
PhD, University of Minnesota-Twin Cities, 2019
William Carpenter, Lecturer
Finance
MBA, Texas A & M University, 2008
Carlos Marinho Carvalho, Professor
Information, Risk, and Operations Management
PhD, Duke University, 2006
Deepayan Chakrabarti, Assistant Professor
Information, Risk, and Operations Management
PhD, Carnegie Mellon University, 2005
Eric Chan, Assistant Professor
Accounting
PhD, University of Pittsburgh, Pittsburgh Campus, 2015
Gretchen B Charrier, Senior Lecturer
Accounting
MPA, University of Texas at Austin, 1996
Naveed Chehrazi, Assistant Professor
Information, Risk, and Operations Management
PhD, Stanford University, 2013
Shuping Chen, Professor
The Wilton E. and Catherine A. Thomas Professorship in Accounting
PhD, University of Southern California, 2003
Michael B Clement, Professor
KPMG Centennial Professorship
Accounting
PhD, Stanford University, 1997
Jonathan B Cohn, Associate Professor
Finance
PhD, University of Michigan-Ann Arbor, 2008
Caryn A Conley, Lecturer
Information, Risk, and Operations Management
PhD, New York University, 2008
Brett L Cornwell, Lecturer
Management
MBA, Texas A & M University, 1991
Julia L Coronado, Clinical Associate Professor
Finance
PhD, University of Texas at Austin, 1997
Stephen E Courter, Lecturer
Management
MSBA, George Washington University, 1982
William H Cunningham, Professor
James L. Bayless Chair for Free Enterprise Marketing
PhD, Michigan State University, East Lansing, 1971
John A Daly, Professor
Texas Commerce Bancshares, Inc. Centennial Professorship in Business Communication, Frank A. Liddell, Sr. Centennial Professorship in Communication Management
PhD, Purdue University Main Campus, 1977
Paul Damien, Professor
B. M. (Mack) Rankin, Jr. Professorship in Business Administration
Information, Risk, and Operations Management
PhD, University of London, 1994
Justin Thomas Day, Lecturer
Finance
MBA, University of Texas at Austin, 2006
Jade S Dekinder, Clinical Assistant Professor
Marketing
PhD, Emory University, 2007
Douglas R Dierking, Distinguished Senior Lecturer
Management
PhD, University of Texas at Austin, 1997
Edward D Doan, Lecturer
Information, Risk, and Operations Management
MS, University of Texas at Austin, 2005
David M Dodd, Lecturer
Marketing
LLM, Georgetown University, 1981

John N Doggett, Senior Lecturer
Management
MBA, Harvard University, 1981

Andres Francisco Donangelo, Assistant Professor
Finance
PhD, University of California-Berkeley, 2011

Dain Donelson, Professor
Accounting
PhD, University of Illinois at Urbana-Champaign, 2007

Aysa A Dordzhieva, Assistant Professor
Accounting
MS, Moscow State University, 2011

Jason A Duan, Associate Professor
Marketing
PhD, Duke University, 2006

Janet M Dukerich, Professor
Harkins & Company Centennial Chair
Management
PhD, University of Minnesota-Twin Cities, 1985

Robert C Duvic, Distinguished Senior Lecturer
Finance
PhD, University of Texas at Austin, 1990

James S Dyer, Professor
The Fondo Foundation Centennial Chair in Business
Information, Risk, and Operations Management
PhD, University of Texas at Austin, 1969

Megan Jean Ehrisman, Lecturer
Marketing
MA, Ball State University, 2008

Tatiana Encheva, Lecturer
Information, Risk, and Operations Management
PhD, Belarusian State University, 1989

Mark W Evans, Lecturer
Management
MS, Texas A & M University, 1998

Greta Contreras Fenley, Lecturer
Marketing
MS, University of Oklahoma Health Sciences Center, 1999

Erica Fennnewald, Lecturer
Marketing
MA, University of Missouri - Saint Louis, 2009

William Russell Finney, Lecturer
Information, Risk, and Operations Management
BS, Oklahoma State University Main Campus, 1982

Fatemeh Firouzi, Lecturer
Information, Risk, and Operations Management
PhD, Universita degli Studi di Bergamo, 2014

Cesare Fracassi, Associate Professor
Finance
PhD, University of California-Los Angeles, 2009

Robert N Freeman, Professor
Arthur Andersen & Co. Alumni Centennial Professorship in Accounting
Accounting
PhD, University of Texas at Austin, 1977

Robert B Freund, Distinguished Senior Lecturer
Information, Risk, and Operations Management
PhD, Cornell University, 1995

Liana Lee Frey, Lecturer
Marketing
MBA, Dartmouth College, 1998

Michael A Froehls, Lecturer
Marketing
PhD, Universitat Trier, 1995

William Fuchs, Associate Professor
Finance
PhD, Stanford University, 2005

Alessandro U Gabbi, Lecturer
Marketing
PhD, University of Texas at Austin, 1997

Rui Gao, Assistant Professor
Information, Risk, and Operations Management
PhD, Carnegie Mellon University, 2013

Linda V Gerber, Senior Lecturer
Marketing
PhD, University of Texas at Austin, 1983

Andrew D Gershoff, Professor
Foley's Professorship in Retailing
Marketing
PhD, University of Texas at Austin, 1999

Angie L Gette, Lecturer
Marketing
MBA, University of Texas at Austin, 2009

Stephen M Gilbert, Professor
Sam P. Woodson, Jr. Centennial Memorial Professorship in Business
Information, Risk, and Operations Management
PhD, Massachusetts Institute of Technology, 1992

Kate Gillespie, Associate Professor
Marketing
PhD, University of London, 1983

Linda L Golden, Professor
Joseph H. Blades Centennial Memorial Professorship in Insurance
Marketing
PhD, University of Florida, 1975

Kirk P Goldsberry, Lecturer
Management
PhD, University of California-Santa Barbara, 2007

Stephen G Goodson, Lecturer
Accounting
BA, Stephen F Austin State University, 1985

Michael H Granof, Professor
Ernst & Young Distinguished Centennial Professorship of Accounting
Accounting
PhD, Baruch College, 1977
PhD, University of Michigan-Ann Arbor, 1972

Katie Gray, Senior Lecturer
Information, Risk, and Operations Management
MS, Texas A & M University, 2004

Steven Gray Jr, Assistant Professor
Management
PhD, Washington University in St Louis, 2017

Paul Green, Assistant Professor
Management
MBA, Drexel University, 2010

Betsy S Greenberg, Associate Professor
Information, Risk, and Operations Management
PhD, University of California-Berkeley, 1986

John M Griffin, Professor
James A. Elkins Centennial Chair in Finance
Finance
PhD, Ohio State U Main Campus, 1997

Lale Guler, Clinical Associate Professor
Accounting
PhD, Texas A & M University, 2007

Diwakar Gupta, Professor
Daniel B. Stuart Centennial Professorship in the Application of
Computers to Business & Management
Information, Risk, and Operations Management
PhD, University of Waterloo, 1988

Genaro J Gutierrez, Associate Professor
Information, Risk, and Operations Management
PhD, Stanford University, 1988

Warren J Hahn, Clinical Associate Professor
Finance
PhD, University of Texas at Austin, 2005

Jeffrey W Hales, Professor
Charles T. Zlatkovich Centennial Professorship in Accounting
Accounting
PhD, Cornell University, 2003

Greg F Hallman, Distinguished Senior Lecturer
Finance
PhD, University of Texas at Austin, 1996

Nicholas Jennings Hallman, Assistant Professor
Accounting
PhD, University of Missouri - Columbia, 2016

Douglas Hannah, Assistant Professor
Management
PhD, Stanford University, 2016

Thomas B Harris IV, Adjunct Professor
Finance
BA, Texas A & M University, 1980

David A Harrison, Professor
Charles and Elizabeth Prothro Regents Chair in Business Administration
Management
PhD, University of Illinois at Urbana-Champaign, 1988

Jay C Hartzell, Professor
Centennial Chair in Business Education Leadership, Lois and Richard
Folger Dean's Leadership Chair in the McCombs School of Business,
Trammell Crow Regents Professorship in Business
Finance
PhD, University of Texas at Austin, 1998

Michael Graham Hasler, Senior Lecturer
Information, Risk, and Operations Management
MBA, University of Virginia, 1985

John William Hatfield, Professor
Arthur Andersen & Co. Alumni Centennial Professorship in Finance
Finance
PhD, Stanford University, 2005

Jerry B Hays, Lecturer
Accounting
PhD, Nova Southeastern University, 2013

Andrew D Henderson, Associate Professor
Management
PhD, University of Texas at Austin, 1996

Ty Thomas Henderson, Associate Professor
Marketing
PhD, University of Wisconsin-Madison, 2007

Michele Hildrum, Lecturer
Management
MBA, Harvard University, 2007

D E Hirst, Professor
King Ranch Chair for Business Leadership, The John Arch White
Professorship in Business
Accounting
PhD, University of Minnesota-Twin Cities, 1992

Sebastian Hohenberg, Assistant Professor
Marketing
PhD, University of Mannheim, 2015

Terri Holbrook, Senior Lecturer
Accounting
MS, University of Texas at Arlington, 1991

Wayne D Hoyer, Professor
James L. Bayless/W. S. Farish Fund Chair for Free Enterprise
Marketing
PhD, Purdue University Main Campus, 1980

Regina W Hughes, Distinguished Senior Lecturer
Finance
MS, University of North Texas, 1982

Mark R Huson, Visiting Professor
Finance
PhD, University of Rochester, 1995

Insiya Hussain, Assistant Professor
Management
PhD, University of Maryland College Park, 2018

Hyun Hwang, Assistant Professor
Accounting
MS, Carnegie Mellon University, 2015

Paul J Irvine, Lecturer
Finance
PhD, University of Rochester, 1996
Sirkka L Jarvenpaa, Professor
James L. Bayless/Rauscher Pierce Refsnes, Inc. Chair in Business Administration
Information, Risk, and Operations Management
PhD, University of Minnesota-Twin Cities, 1986
Ross G Jennings, Professor
Deloitte & Touche Professorship in Accounting
Accounting
PhD, University of California-Berkeley, 1987
Vijay Joglekar, Lecturer
Information, Risk, and Operations Management
PhD, Capella University, 2014
Jeffrey L Johanss, Senior Lecturer
Accounting
BS, University of Illinois at Urbana-Champaign, 1977
Travis Lake Johnson, Assistant Professor
Finance
PhD, Stanford University, 2012
Donna Johnston-Blair, Lecturer
Accounting
MBA, University of Toronto, 1976
Steven J Kachelmeier, Professor
Randal B. McDonald Chair in Accounting
Accounting
PhD, University of Florida, 1988
Luke Kachersky, Adjunct Assistant Professor
Marketing
PhD, City University of New York Bernard M Baruch College, 2008
J W Kamas, Senior Lecturer
Accounting
MBA, University of Chicago, 1991
Kelly L Kamm, Distinguished Senior Lecturer
Finance
PhD, University of Texas at Austin, 1992
Ari C Kang, Clinical Assistant Professor
Finance
PhD, Carnegie Mellon University, 2010
Huoy M Khoo, Lecturer
Information, Risk, and Operations Management
PhD, Georgia State University, 2006
Jessica Hartzog Koehler, Lecturer
Marketing
PhD, Auburn University, 2014
Prabhudev C Konana, Professor
Thomas O. Hicks Endowed Chair in Business, William H. Seay Centennial Professorship in Business
Information, Risk, and Operations Management
PhD, University of Arizona, 1995
Lisa L Koonce, Professor
Deloitte & Touche Chair in Accounting
Accounting
PhD, University of Illinois at Urbana-Champaign, 1990
Meeta Kothare, Adjunct Professor
Finance
PhD, University of Rochester, 1992
Samuel Arthur Kruger, Assistant Professor
Finance
PhD, Harvard University, 2014
Amit Kumar, Assistant Professor
Marketing
PhD, Cornell University, 2015
Guoming Lai, Associate Professor
Information, Risk, and Operations Management
PhD, Carnegie Mellon University, 2009
Volker Laux, Professor
Aubrey and Elsie Fariss Professorship in Accounting
Accounting
PhD, Johann Wolfgang Goethe University, 2003
Sanford J Leeds, Distinguished Senior Lecturer
Finance
JD, University of Virginia, 1989
Brian R Lendecky, Distinguished Senior Lecturer
Accounting
MPA, University of Texas at Austin, 1999
Kathleen T Li, Assistant Professor
Marketing
MS, University of Pennsylvania, 2014
Robert W Ligon, Lecturer
MA, University of Missouri - Kansas City, 1987
Stephen J Limberg, Professor
PricewaterhouseCoopers Centennial Professorship in Accounting
Accounting
PhD, Arizona State University Main, 1982
Kristie J Loescher, Senior Lecturer
Management
PhD, Nova Southeastern University, 2004
James Richard Lowery Jr, Associate Professor
Finance
PhD, Carnegie Mellon University, 2009
Brian Ross Lukoff, Lecturer
Information, Risk, and Operations Management
PhD, Stanford University, 2010
Kathleen S Mackie, Distinguished Senior Lecturer
Management
PhD, University of Texas at Austin, 1995
Stephen P Magee, Professor
James L. Bayless/Enstar Corp. Chair in Business Administration
Finance
PhD, Massachusetts Institute of Technology, 1969
Vijay Mahajan, Professor
John P. Harbin Centennial Chair in Business
Marketing
PhD, University of Texas at Austin, 1975
David R Martin, Lecturer
Finance
MS, Carnegie Mellon University, 1981

Luis D I Martins, Professor
Herb Kelleher Chair in Entrepreneurship, James B. Goodson
Professorship in Business Management
PhD, New York University, 1997

Leigh M McAlister, Professor
Ed and Molly Smith Chair in Business Administration Marketing
PhD, Stanford University, 1978

Christopher McClellan, Lecturer
Information, Risk, and Operations Management MBA, University of Texas at Austin, 1990

John C McGuire Jr, Lecturer
Accounting BA, Michigan State University, East Lansing, 1980

John M McInnis, Professor
Accounting PhD, University of Iowa, 2008

Morgan E Medina, Lecturer
Marketing MS, Texas A & M University, 2008

Deidre B Mendez, Lecturer
Management PhD, University of Texas at Austin, 1986

Herbert A Miller, Senior Lecturer
Marketing BS, University of Hartford, 1968

James D Miller, Lecturer
Finance MBA, University of Texas at Austin, 2007

Lillian Fawn Mills, Professor
Beverly H. and William P. O'Hara Endowed Chair in Business Accounting PhD, University of Michigan-Ann Arbor, 1996

Daniel A Mitchell, Assistant Professor
Information, Risk, and Operations Management PhD, University of Texas at Austin, 2014

John S Mitchell, Lecturer
Marketing BBA, University of Texas at Austin, 1974

Elizabeth Ghini Molisiki, Lecturer
Information, Risk, and Operations Management PhD, University of Chicago, 2010

Tricia Moravec, Assistant Professor
Information, Risk, and Operations Management MSc, Indiana University at Bloomington, 2015

Douglas J Morrice, Professor
Bobbie and Coulter R. Sublett Centennial Professorship in Information, Risk, and Operations Management PhD, Cornell University, 1990

Matthew B Morris, Lecturer
Management MS, University of Texas at Austin, 2014

PhD, University of Texas at Austin, 2017

Melissa Lynne Murphy, Lecturer
Management
PhD, University of Texas at Austin, 2017

Stephanie L Murphy, Lecturer
Management
PhD, Louisiana Tech University, 2015

Jared Scott Murray, Assistant Professor
Information, Risk, and Operations Management PhD, Duke University, 2013

Kumar Muthuraman, Professor
H. Timothy (Tim) Harkins Centennial Professorship in Business Information, Risk, and Operations Management PhD, Stanford University, 2003

Brett G Nabors, Lecturer
Accounting BBA, Texas A & M University, 2004

Andrea Narvaez, Lecturer
Marketing MA, University of Maryland College Park, 2011

Daniel P Neuhann, Assistant Professor
Finance PhD, University of Pennsylvania, 2016

James A Nolen Jr, Distinguished Senior Lecturer
Finance MBA, University of Texas at Austin, 1976

Ganesh Padmanabhan, Lecturer
Marketing MBA, University of Texas at Austin, 2012

Nathaniel Aaron Pancost, Assistant Professor
Finance PhD, University of Chicago, 2016

Robert Parrino, Professor
Lamar Savings Centennial Professorship in Finance Finance PhD, University of Rochester, 1992

Dennis S Passovoy, Lecturer
Management MA, University of California-Los Angeles, 1974

Shefali V Patil, Assistant Professor
Management PhD, University of Pennsylvania, 2014

Gaylen Paulson, Senior Lecturer
Management PhD, Northwestern University, 1998

Robert W Pearson, Lecturer
Marketing MBA, Fairleigh Dickinson University, 1993

Michael S Peterson, Lecturer
Management MS, University of Texas at Austin, 2014

Robert A Peterson, Professor
John T. Stuart III Centennial Chair in Business
Marketing
PhD, University of Minnesota-Twin Cities, 1970
Bill Peterson, Lecturer
Marketing
MBA, Southern Methodist University, 1984
David E Platt, Senior Lecturer
Accounting
PhD, Cornell University, 1997
Francisco Polidoro Jr, Associate Professor
Management
PhD, University of Michigan-Ann Arbor, 2006
Mary L Poloskey, Lecturer
Finance
MBA, University of Texas at Austin, 1988
Mandy T Pope, Lecturer
Finance
MLA, Texas A & M University, 2003
Lovelys Powell Jr, Lecturer
Marketing
MA, Texas State University, 1999
Eve Prilipko, Lecturer
Management
PhD, University of the Incarnate Word, 2014
Katie Elizabeth ortego Pritchett, Lecturer
Management
PhD, University of Texas at Austin, 2014
Shannon Marie Provost, Lecturer
Information, Risk, and Operations Management
PhD, University of Texas at Austin, 2016
Tommy D Pryor, Lecturer
Management
EdD, University of North Texas, 1982
Rajagopal Raghunathan, Professor
Zale Corporation Centennial Professorship in Business
Marketing
PhD, New York University, 2000
Ramkumar Ranganathan, Assistant Professor
Management
PhD, University of Pennsylvania, 2012
Raghunath S Rao, Associate Professor
Marketing
PhD, University of Minnesota-Twin Cities, 2007
Ramesh K Rao, Professor
The Margaret and Eugene McDermott Centennial Professorship of
Banking and Finance
Finance
DBA, Indiana University at Bloomington, 1978
Vijay Rathna Kumar, Lecturer
Information, Risk, and Operations Management
MS, Columbia University in the City of New York, 2019
Julie A Rennecker, Lecturer
Information, Risk, and Operations Management
PhD, Massachusetts Institute of Technology, 2001
Juan R Reyes, Lecturer
Information, Risk, and Operations Management
MS, St Edward’s University, 2012
Joshua Rock, Lecturer
Information, Risk, and Operations Management
MS, University of Texas at Austin, 2010
Ehud I Ronn, Professor
Finance
PhD, Stanford University, 1983
Anindita Roy Bardhan, Lecturer
Accounting
PhD, Bentley College, 2000
Maytal Saar-Tsechansky, Professor
Information, Risk, and Operations Management
PhD, New York University, 2002
Michael A Sadler, Senior Lecturer
Finance
PhD, University of Texas at Austin, 1997
Thomas W Sager, Professor
Information, Risk, and Operations Management
PhD, University of Iowa, 1973
Lance R Sallis, Lecturer
Finance
MBA, University of Texas at Austin, 1989
Sara C Sanchez, Lecturer
Marketing
MED, University of Texas at Austin, 2004
Jaime Joy Schmidt, Associate Professor
Accounting
PhD, Texas A & M University, 2009
Jan Schneider, Clinical Assistant Professor
Finance
PhD, University of British Columbia, 2006
Vito A Sciaraffia, Clinical Assistant Professor
Finance
PhD, University of California-Berkeley, 2011
James G Scott, Professor
Information, Risk, and Operations Management
PhD, Duke University, 2009
Ronnie Shah, Lecturer
Finance
PhD, University of Texas at Austin, 2008
Dima Y Shamoun, Clinical Assistant Professor
Finance
PhD, George Mason University, 2013
Thomas S Shively, Professor
Joe B. Cook Professorship in Business Administration
Information, Risk, and Operations Management
PhD, University of Chicago, 1986
Clemens Sialm, Professor
Texas Commerce Bancshares, Inc. Centennial Professorship in
Commercial Banking
Finance
PhD, Stanford University, 2001
Stuart R Singer, Senior Lecturer
Accounting
JD, Columbia University in the City of New York, 1965
Stephen T Smith, Lecturer
Accounting
MS, University of Virginia, 1994
Jeremy Lee Smitheal, Lecturer
Finance
MBA, University of Texas at Austin, 2003
Michael Sockin, Assistant Professor
Finance
PhD, Princeton University, 2015
Garrett P Sonnier, Associate Professor
Marketing
PhD, University of California-Los Angeles, 2006
William A Spiller Jr, Lecturer
Accounting
PhD, Duke University, 1989
Rajashri Srinivasan, Professor
Sam Barshop Centennial Professorship in Marketing Administration
Marketing
PhD, Pennsylvania State University Main Campus, 2000
Iannnis Stamatopoulos, Assistant Professor
Information, Risk, and Operations Management
PhD, Northwestern University, 2016
Laura T Starks, Professor
Charles E. and Sarah M. Seay Regents Chair in Finance
Finance
PhD, University of Texas at Austin, 1981
Deidra G Stephens, Lecturer
Management
PhD, University of Nebraska - Lincoln, 2009
Mary K Stephens, Lecturer
Marketing
BJ, University of Texas at Austin, 1998
Michael Sury, Lecturer
Finance
MBA, University of Chicago, 1995
Xavier Sztejnberg, Lecturer
Finance
MBA, University of Pennsylvania, 1996
Huseyin Tanriverdi, Associate Professor
Information, Risk, and Operations Management
DBA, Boston University, 2001
Trent Eugene Thurman, Lecturer
Management
MBA, University of Texas at Austin, 1994
 Sheridan Titman, Professor
Walter W. McAllister Centennial Chair in Financial Services
Finance
PhD, Carnegie Mellon University, 1981
Puay khoon Toh, Associate Professor
Management
PhD, University of Michigan-Ann Arbor, 2007
Efstathios Tompaidis, Professor
Information, Risk, and Operations Management
PhD, University of Texas at Austin, 1994
Heidi K Toprac, Distinguished Senior Lecturer
Finance
MBA, University of Texas at Austin, 1991
Sara M Toynbee, Assistant Professor
Accounting
PhD, University of Washington - Seattle, 2017
John C Tuttle, Senior Lecturer
Information, Risk, and Operations Management
MBA, University of Arizona, 2015
David B Verduzco, Lecturer
Accounting
MPA, University of Texas at Austin, 1993
Miha Vindis, Adjunct Assistant Professor
Finance
PhD, University of Texas at Austin, 2018
Stephen M Walls, Senior Lecturer
Marketing
PhD, University of Texas at Austin, 2009
May Wang, Lecturer
Accounting
MPA, University of Texas at Austin, 2008
Adrian F Ward, Assistant Professor
Marketing
PhD, Harvard University, 2013
William J Way, Senior Lecturer
Finance
MBA, University of Texas at Austin, 1989
Wen Wen, Assistant Professor
Information, Risk, and Operations Management
PhD, Georgia Institute of Technology, 2012
Andrew B Whinston, Professor
Hugh Roy Cullen Centennial Chair in Business Administration
Information, Risk, and Operations Management
PhD, Carnegie Mellon University, 1962
Brian White, Associate Professor
Accounting
PhD, University of Illinois at Urbana-Champaign, 2012
Erin Wike, Lecturer
Marketing
MBA, DeVry University, 2010
Kenneth W Wiles, Clinical Associate Professor
Finance
PhD, University of Texas at Austin, 1991
Braden Mern Williams, Assistant Professor
Accounting
MAcc, Brigham Young University, 2009
John K Williams, Senior Lecturer
Marketing
Moody College of Communication
Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Michael D Akel, Lecturer
Radio-Television-Film
BS, Missouri State University, 1996

Donna Altuna, Lecturer
Speech, Language, and Hearing Sciences
MA, University of Texas at Austin, 1998

Miguel A Alvarez, Lecturer
Radio-Television-Film
MFA, University of Texas at Austin, 2009

Kristy Armer, Lecturer
Speech, Language, and Hearing Sciences
MS, Texas Tech University Health Sciences Center, 1996

Tracy L Arrington, Lecturer
Advertising
BA, University of Texas at Austin, 1997

Lucy Atkinson, Associate Professor
Advertising
PhD, University of Wisconsin-Madison, 2009

Dawna Ballard, Associate Professor
Communication Studies
PhD, University of California-Santa Barbara, 2002

Brendon Herbert Bankey, Assistant Professor of Instruction
Communication Studies
MA, Wake Forest University, 2013

Micah Robert Barber, Assistant Professor of Practice
Radio-Television-Film
MFA, University of Texas at Austin, 2011

Joshua Ben Barbour, Associate Professor
Communication Studies
PhD, University of Illinois at Urbana-Champaign, 2006

Benjamin L Bays, Associate Professor of Instruction
Radio-Television-Film
BA, University of Texas at Austin, 1998

Tamara A Bell, Lecturer
Advertising
PhD, University of Texas at Austin, 2004

Mary C Beltran, Associate Professor
Radio-Television-Film
PhD, University of Texas at Austin, 2002

Charles E Berg, Professor
Joe M. Dealey, Sr. Professorship in Media Studies
Radio-Television-Film
PhD, University of Texas at Austin, 1987

Jay Michael Bernhardt, Professor
Walter Cronkite Regents Chair in Communication, DeWitt C. Reddick
Regents Chair in Communication
Communication Studies
PhD, University of North Carolina at Chapel Hill, 1999

Mark E Bernstein, Associate Professor
Speech, Language, and Hearing Sciences
EdD, Boston University, 1980

Nicholas Charles Iyon Bestor, Lecturer
Radio-Television-Film
MA, Emory University, 2012

Laura F Bright, Associate Professor
Advertising
PhD, University of Texas at Austin, 2008

Barry Brummett, Professor
Charles Sapp Centennial Professorship in Communication
Communication Studies
PhD, University of Minnesota-Twin Cities, 1978

James Martin Bunting, Lecturer
Advertising
BS, University of Texas at Austin, 1985

Michael Butterworth, Professor
Communication Studies
PhD, Indiana University at Bloomington, 2006

Courtney T Byrd, Professor
Speech, Language, and Hearing Sciences
PhD, Vanderbilt University, 2003

Julia Campbell, Assistant Professor
Speech, Language, and Hearing Sciences
PhD, University of Colorado at Boulder, 2015

Angela A Carey, Clinical Assistant Professor
Speech, Language, and Hearing Sciences
AuD, Pennsylvania College of Optometry, 2009

Robert W Carroll, Assistant Professor of Instruction
Communication Studies
PhD, University of Texas at Austin, 2018

Craig A Champlin, Professor
Lillie Hage Jamail Centennial Professorship
Speech, Language, and Hearing Sciences
PhD, University of Kansas Main Campus, 1987

Wenhong Chen, Associate Professor
Radio-Television-Film
PhD, University of Toronto, 2007

Deepak J Chetty, Assistant Professor of Practice
Radio-Television-Film
MFA, University of Texas at Austin, 2015

Erica Ciszek, Assistant Professor
Advertising
PhD, University of Oregon, 2014

Martin R Cox, Professor of Instruction
Communication Studies
MA, University of Texas at Austin, 1994

Isabella C Cunningham, Professor
Stan Richards Chair in Advertising and Public Relations Strategy
Advertising
PhD, Michigan State University, East Lansing, 1972

Joe H Cutbirth, Lecturer
Communication Studies
PhD, Columbia University in the City of New York, 2011

Natalie Marie Czimskey, Lecturer
Speech, Language, and Hearing Sciences
MA, University of Texas at Austin, 2011

Rene M Dailey, Associate Professor
Communication Studies
PhD, University of California-Santa Barbara, 2005

James A Dalthorp, Lecturer
Advertising
BFA, University of Texas at Austin, 1979

John A Daly, Professor
Texas Commerce Bancshares, Inc. Centennial Professorship in Business Communication, Frank A. Liddell, Sr. Centennial Professorship in Communication
Communication Studies
PhD, Purdue University Main Campus, 1977

Thomas J Darwin, Lecturer
Communication Studies
PhD, University of Texas at Austin, 1995

Natalie Brown Devlin, Assistant Professor
Advertising
PhD, The University of Alabama, 2014

Michael L Dezso, Lecturer
Advertising
BS, University of Texas at Austin, 1995

Lisa Z Dobias, Associate Professor of Practice
Advertising
BSAdv, University of Texas at Austin, 1989

Erin Eileen Donovan, Associate Professor
Communication Studies
PhD, University of Illinois at Urbana-Champaign, 2008

Minette E Drumwright, Associate Professor
Advertising
PhD, University of North Carolina at Chapel Hill, 1986

Anthony David Dudo, Associate Professor
Advertising
PhD, University of Wisconsin-Madison, 2011

Matthew S Eastin, Professor
Advertising
PhD, Michigan State University, East Lansing, 2001

Philip R Fagan, Lecturer
Radio-Television-Film
BA, University of Massachusetts Lowell, 1990

James Andrew Fino, Lecturer
Radio-Television-Film
BS, University of Texas at Austin, 1988

Jessica Franco, Clinical Associate Professor
Speech, Language, and Hearing Sciences
PhD, University of Texas at Austin, 2008

Caroline J Frick, Associate Professor
Radio-Television-Film
PhD, University of Texas at Austin, 2005

Kathryn Fuller, Professor
William P. Hobby Centennial Professorship in Communication
Radio-Television-Film
PhD, Johns Hopkins University, 1992

Shiv Ganesh, Professor
Communication Studies
PhD, Purdue University Main Campus, 2000

Monike A Garabieta, Clinical Associate Professor
Speech, Language, and Hearing Sciences
MS, Baylor University, 2011

Andrew S Garrison, Professor
Radio-Television-Film
BA, Antioch University, 1974

Amy L Gensler, Lecturer
Speech, Language, and Hearing Sciences
MA, University of Texas at Austin, 2000

Mikala J Gibson, Lecturer
Radio-Television-Film
MFA, University of Texas at Austin, 1995
Richard M Lewis, Associate Professor
Radio-Television-Film

MFA, University of Texas at Austin, 1994
Cynthia Lieberman, Lecturer
Advertising
MA, Fielding Graduate Institute, 2010

Miranda K Lippold-Johnson, Lecturer
Radio-Television-Film
MFA, University of Texas at Austin, 2017
Chang Liu, Associate Professor
Speech, Language, and Hearing Sciences
PhD, Indiana University at Bloomington, 2002

Bradford Rodney Love, Associate Professor
Advertising
PhD, Michigan State University, East Lansing, 2007

Mirza Jeannette Lugo-neris, Clinical Assistant Professor
Speech, Language, and Hearing Sciences
PhD, University of Texas at Austin, 2016

Joel Lulla, Lecturer
Advertising
JD, University of North Carolina at Chapel Hill, 1982

Michael S Mackert, Professor
Advertising
PhD, Michigan State University, East Lansing, 2006

Madhavi Mallapragada, Associate Professor
Radio-Television-Film
PhD, University of Wisconsin-Madison, 2003

Galit Marmor-Lavie, Lecturer
Advertising
PhD, University of Texas at Austin, 2010

Madeline M Maxwell, Professor
Communication Studies
PhD, University of Arizona, 1980

Jennifer McClearen, Assistant Professor
Radio-Television-Film
PhD, University of Washington - Seattle, 2017

Matthew David McConaughey, Professor of Practice
Radio-Television-Film
BS, University of Texas at Austin, 1993

Cynthia Ann McCreery, Associate Professor
Radio-Television-Film
BA, University of California-Santa Barbara, 2000

Matthew P McCutchin, Assistant Professor of Practice
Advertising
ALM, Harvard University, 2001

Matthew S McGlone, Professor
Communication Studies
PhD, Princeton University, 1994

Stephen J Mims, Lecturer
Radio-Television-Film
MA, University of Texas at Austin, 1987

John H Murphy, Professor
Advertising
PhD, University of Texas at Austin, 1974

Roland L Myers, Lecturer
Radio-Television-Film
BFA, University of Texas at Austin, 1999

Curran J Nault, Assistant Professor
Radio-Television-Film
PhD, University of Texas at Austin, 2013

Christa Rose, Lecturer
Advertising
MA, University of Texas at Austin, 2009

Susan Turner Nold, Senior Lecturer
Communication Studies
JD, University of Texas at Austin, 2004

Susan M O Connor, Lecturer
Radio-Television-Film
BA, University of Texas at Austin, 1994

Jeeyun Oh, Assistant Professor
Advertising
PhD, Pennsylvania State University Park, 2013

Mark Stephen Pannes, Lecturer
Advertising
JD, Fordham University, 1996

Korey A Pereira, Lecturer
Radio-Television-Film
BS, University of Texas at Austin, 2011

Maya C Perez, Lecturer
Radio-Television-Film
MFA, University of Texas at Austin, 2015

Alisa H Perren, Associate Professor
Radio-Television-Film
PhD, University of Texas at Austin, 2004

Michelle Hsieh Pho, Lecturer
Speech, Language, and Hearing Sciences
PhD, University of Texas at Austin, 2013

Stuart G Pollok, Lecturer
Radio-Television-Film
MFA, University of Southern California, 1993

Kathrynn Pounders, Assistant Professor
Advertising
PhD, Louisiana State University and Agricultural and Mechanical College, 2010

Simon Quiroz, Lecturer
Radio-Television-Film
MFA, University of Texas at Austin, 2013

Rohitash Rao, Assistant Professor of Practice
Advertising
BFA, Art Center College of Design, 1991

Paul J Raval, Associate Professor
Radio-Television-Film
MFA, University of Texas at Austin, 2004

Madeleine H Redlick, Assistant Professor of Instruction
Communication Studies
PhD, University of Texas at Austin, 2018
Erin Reilly, Professor of Practice
Advertising
MFA, Maine Media College, 2001
Scott F Rice, Associate Professor of Practice
Radio-Television-Film
MFA, University of Texas at Austin, 2003
Sandra Carolina Rivera, Lecturer
Advertising
MA, University of Texas at Austin, 2011
Joel D Rollins, Associate Professor of Instruction
Communication Studies
PhD, University of North Texas, 1996
Ryan Romero, Assistant Professor of Practice
Advertising
MA, University of Texas at Austin, 2004
Amanda Russell, Lecturer
Advertising
MBA, Mercy College, 2013
Thomas G Schatz, Professor
Mrs. Mary Gibbs Jones Centennial Chair in Communication
Radio-Television-Film
PhD, University of Iowa, 1976
Angeline Close Scheinbaum, Associate Professor
Advertising
PhD, University of Georgia, 2006
Nancy Schiesari, Professor
Radio-Television-Film
MA, Royal College of Art, 1978
Mary Schmitt, Assistant Professor
Speech, Language, and Hearing Sciences
PhD, Ohio State U Main Campus, 2013
David A Schneider, Lecturer
Radio-Television-Film
MA, Temple University, 2014
Joanna M Sciarrino, Professor
Isabella Cunningham Chair in Advertising
Advertising
MBA, Emory University, 1999
Suzanne Scott, Assistant Professor
Radio-Television-Film
PhD, University of Southern California, 2011
Timothy Andrew Scott, Lecturer
Advertising
MA, University of Texas at Austin, 2011
Adrien P Sebro, Lecturer
Radio-Television-Film
PhD, University of California-Los Angeles, 2019
Adriana Serrano, Assistant Professor
Radio-Television-Film
MFA, City University of New York Brooklyn College, 2003
Andrew B Shea, Professor
Radio-Television-Film
MA, California Institute of the Arts, 1985
Samantha Shorey, Assistant Professor
Communication Studies
MA, University of Massachusetts, 2014
Dwain Y Smith, Associate Professor
Radio-Television-Film
MFA, University of Texas at Austin, 2006
Spencer Smith, Assistant Professor
Speech, Language, and Hearing Sciences
PhD, University of Arizona, 2017
Liz Stavchansky de Lewis, Lecturer
Advertising
PhD, University of Texas at Austin, 2000
Paul J Stekler, Professor
Wofford Denius Chair in Entertainment Studies
Radio-Television-Film
PhD, Harvard University, 1983
Keri K Stephens, Associate Professor
Communication Studies
PhD, University of Texas at Austin, 2005
Sascha Stone Guttfreund, Associate Professor of Practice
Radio-Television-Film
BSc, University of Texas at Austin, 2014
Joseph Straubhaar, Professor
Amon G. Carter Centennial Professorship in Communication
Radio-Television-Film
PhD, Tufts University, 1981
Jurgen K Streeck, Professor
Communication Studies
PhD, Free University of Berlin, 1981
Natalie J Stroud, Professor
Communication Studies
PhD, University of Pennsylvania, 2006
Scott R Stroud, Associate Professor
Communication Studies
PhD, Temple University, 2006
Sharon L Strover, Professor
Philip G. Warner Regents Professorship in Communication
Radio-Television-Film
PhD, Stanford University, 1982
Todd M Thompson, Lecturer
Radio-Television-Film
MA, University of Texas at Austin, 2010
Beau M Thorne, Lecturer
Radio-Television-Film
MFA, University of Texas at Austin, 2006
Jeffrey Treem, Associate Professor
Communication Studies
PhD, Northwestern University, 2012
Anita L Vangelisti, Professor
Jesse H. Jones Centennial Professorship in Communication
Communication Studies
PhD, University of Texas at Austin, 1989
Heather Vaughn, Lecturer
Communication Studies
MA, University of Mississippi, 2005
Jun Wang, Associate Professor
Speech, Language, and Hearing Sciences
PhD, University of Nebraska - Lincoln, 2011
Samuel C Watkins, Professor
Radio-Television-Film
PhD, University of Michigan-Ann Arbor, 1994
Eric Taylor Webber, Lecturer
Advertising
BS, University of Texas at Austin, 1986
Gary B Wilcox, Professor
John A. Beck Centennial Professorship in Communication
Advertising
PhD, Michigan State University, East Lansing, 1982
Thomas Willett, Lecturer
Radio-Television-Film
MA, University of Texas at Austin, 1999
Jaime Lane Wright, Lecturer
Communication Studies
PhD, University of Texas at Austin, 2007
Amanda Zappler, Clinical Assistant Professor
Speech, Language, and Hearing Sciences
AuD, A T Still University of Health Sciences, School of Health Sciences, 2006

College of Education Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Sondra K Abney, Assistant Professor of Practice
Kinesiology and Health Education
MEd, Concordia University at Austin, 2016

Lawrence D Abraham, Professor
Kinesiology and Health Education
EdD, Teachers College, Columbia University, 1975

Patricia Abril-Gonzalez, Assistant Professor
Curriculum and Instruction
MA, University of Colorado at Denver, 2009

Jennifer Keys Adair, Associate Professor
Curriculum and Instruction
PhD, Arizona State University Main, 2009

Ricardo C Ainslie, Professor
M. K. Hage Centennial Professorship in Education
Educational Psychology
PhD, University of Michigan-Ann Arbor, 1979

Patricia A Aronin, Adjunct Professor
Kinesiology and Health Education
MD, University of North Carolina at Chapel Hill, 1975

Robin D Atwood, Research Assistant Professor
Kinesiology and Health Education

EdD, University of Texas at Austin, 1999
Germine Gigi Awad, Associate Professor
Educational Psychology
PhD, Southern Illinois University Carbondale, 2005

Flavio S Azevedo, Associate Professor
Curriculum and Instruction
PhD, University of California-Berkeley, 2005

John Bartholomew, Professor
Teresa Lozano Long Endowed Chair in Kinesiology and Health Education
Kinesiology and Health Education
PhD, Arizona State University Main, 1996

Sarah Kate Bearman, Assistant Professor
Educational Psychology
PhD, University of Texas at Austin, 2005

Kimberly A Beckwith, Assistant Professor of Instruction
Kinesiology and Health Education
PhD, University of Texas at Austin, 2006

Tasha Beretvas, Professor
John L. and Elizabeth G. Hill Centennial Professorship
Educational Psychology
PhD, University of Washington - Seattle, 2000

Matthew Bowers, Assistant Professor of Instruction
Kinesiology and Health Education
PhD, University of Texas at Austin, 2011

Anthony L Brown, Professor
Curriculum and Instruction
PhD, University of Wisconsin-Madison, 2006

Christopher P Brown, Professor
Curriculum and Instruction
PhD, University of Wisconsin-Madison, 2004

Emily Cheshire Brown, Assistant Professor of Instruction
Educational Psychology
PhD, Virginia Polytechnic Institute and State University, 2016

Jay Brown, Assistant Professor of Practice
Educational Leadership and Policy
PhD, University of Texas at Austin, 2016

Keffrelyn D Brown, Professor
Curriculum and Instruction
PhD, University of Wisconsin-Madison, 2006

Chris B Brownson, Clinical Associate Professor
Educational Psychology
PhD, University of Texas at Austin, 2001

Lawrence A Brownstein, Senior Lecturer
Educational Psychology
PhD, University of Texas at Austin, 1977

Diane P Bryant, Professor
Special Education
PhD, University of New Mexico Main Campus, 1986

Lynne J Bryant, Assistant Professor of Practice
Kinesiology and Health Education
PhD, University of Texas at Austin, 2017

Pamela S Buchanan, Assistant Professor of Instruction
Kinesiology and Health Education

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MA, Sam Houston State University, 1988
Beth E Bukoski, Associate Professor of Practice
Educational Leadership and Policy
PhD, University of Texas at Austin, 2012
Aileen T Bumphus, Assistant Professor of Practice
Educational Leadership and Policy
PhD, University of Southern Mississippi, 2008
Rebecca Marie Callahan, Associate Professor
Educational Leadership and Policy
PhD, University of California-Davis, 2003
Lucy Camarillo, Assistant Professor of Practice
Curriculum and Instruction
MEd, University of Texas at Austin, 2009
Alfred R Cantu, Assistant Professor of Instruction
Curriculum and Instruction
MS, University of Texas at Austin, 2009
Debra Cantu, Assistant Professor of Practice
Educational Leadership and Policy
PhD, University of Texas at Austin, 2013
Norma V Cantu, Professor
Ken McIntyre Professorship for Excellence in School Leadership
Educational Leadership and Policy
JD, Harvard University, 1977
Cindy I Carlson, Professor
Educational Psychology
PhD, Indiana University at Bloomington, 1982
Sara Carpenter, Assistant Professor of Practice
Educational Psychology
PhD, University of Missouri - Saint Louis, 2018
Darla Marie Castelli, Professor
Catherine Mae Parker Centennial Professorship in Education
Kinesiology and Health Education
PhD, University of South Carolina - Columbia, 2002
Stephanie Washbourn Cawthon, Professor
Educational Psychology
PhD, University of Wisconsin-Madison, 2000
Joshua Childs, Assistant Professor
Educational Leadership and Policy
PhD, University of Pittsburgh, Pittsburgh Campus, 2015
Seung William Choi, Professor
Educational Psychology
PhD, University of Texas at Austin, 1996
Nathan Clemens, Associate Professor
Special Education
PhD, Lehigh University, 2009
Kevin O Cokley, Professor
Oscar and Anne Mauzy Regents Professorship for Educational Research and Development
Educational Psychology
PhD, Georgia State University, 1998
Amanda K Colbert, Lecturer
Kinesiology and Health Education
MPH, University of Texas Health Science Center at San Antonio, 2014
Sarah M Collins, Assistant Professor of Instruction
Educational Psychology
PhD, University of Texas at Austin, 2010
North A Cooc, Assistant Professor
Special Education
EdD, Harvard University, 2014
Edward F Coyle, Professor
Kinesiology and Health Education
PhD, University of Arizona, 1979
Kelly Crook, Associate Professor of Practice
Educational Leadership and Policy
PhD, University of Texas at Austin, 2003
Don S Crowley Jr, Assistant Professor of Practice
Kinesiology and Health Education
BS, University of Texas at Austin, 1990
Kelly Cruise, Assistant Professor of Practice
Curriculum and Instruction
MEd, University of Texas at Austin, 2010
Rosemary Magdalena Cuellar Torres, Assistant Professor of Practice
Curriculum and Instruction
MEd, University of Texas at El Paso, 2003
Denise Davila, Assistant Professor
Curriculum and Instruction
PhD, Ohio State U Main Campus, 2012
Noah De Lissovoy, Associate Professor
Curriculum and Instruction
PhD, University of California-Los Angeles, 2005
David Edward DeMatthews, Associate Professor
Educational Leadership and Policy
PhD, University of Maryland College Park, 2012
Christian Doabler, Assistant Professor
Special Education
PhD, University of Oregon, 2010
Susan K Dubois, Adjunct Assistant Professor
Kinesiology and Health Education
MD, University of Texas Health Science Center at Houston, 1988
Terrence M Eaton, Assistant Professor of Practice
Educational Leadership and Policy
PhD, Texas A & M University, 2002
Criselda G Elizalde, Assistant Professor of Practice
Educational Leadership and Policy
JD, University of Texas at Austin, 1980
Michelle L Emery, Lecturer
Kinesiology and Health Education
MA, DePaul University, 2011
Nicholas M Enge, Lecturer
Kinesiology and Health Education
MS, Stanford University, 2012
John D Fair, Adjunct Professor
Kinesiology and Health Education
PhD, Duke University, 1970
Toni L Falbo, Professor
Educational Psychology
PhD, University of California-Los Angeles, 1973
Terry S Falcomata, Associate Professor
Special Education
PhD, University of Iowa, 2008
Brian K Farr, Clinical Associate Professor
Kinesiology and Health Education
MA, Ohio State U Main Campus, 1996
Roger P Farrar, Professor
Kinesiology and Health Education
PhD, University of Massachusetts, 1976
Maureen Patricia Fitzgerald, Assistant Professor of Instruction
Kinesiology and Health Education
PhD, Ohio State U Main Campus, 1990
Tracey Terece Flores, Assistant Professor
Curriculum and Instruction
PhD, Arizona State University Main, 2017
Christina Lin Fragale, Assistant Professor of Practice
Special Education
PhD, University of Texas at Austin, 2012
Maria E Franquiz, Professor
Curriculum and Instruction
PhD, University of California-Santa Barbara, 1995
Liliana M Garces, Associate Professor
Educational Leadership and Policy
EdD, Harvard University, 2011
Douglas C Garrard, Assistant Professor of Practice
Educational Leadership and Policy
EdD, University of Texas at Austin, 2006
Mary C Gerwels, Senior Lecturer
Educational Psychology
PhD, University of Texas at Austin, 1994
Erik Gnagy, Clinical Assistant Professor
Kinesiology and Health Education
PhD, University of Texas at Austin, 2012
Sallie Goach, Assistant Professor of Practice
Curriculum and Instruction
MEd, University of Texas at Austin, 2019
Juan C Gonzales, Professor of Practice
Educational Leadership and Policy
PhD, University of Illinois at Urbana-Champaign, 1981
Maria Jorgelina Gonzalez Tristan, Assistant Professor
Curriculum and Instruction
PhD, Boston College, 2017
Jane S Gray, Assistant Professor of Practice
Educational Psychology
PhD, University of Texas at Austin, 2006
Terrance L Green, Associate Professor
Educational Leadership and Policy
PhD, University of Wisconsin-Madison, 2013
Lisa Griffin, Associate Professor
Kinesiology and Health Education
PhD, University of Western Ontario, 1999
Sheila Bernal Guzman, Lecturer
Curriculum and Instruction
PhD, University of Texas at Austin, 2006
Dorothy R Hall, Assistant Professor of Practice
Curriculum and Instruction
PhD, University of Texas at Austin, 2009
Lauren Hazledine Hampton, Assistant Professor
Special Education
PhD, Vanderbilt University, 2016
Corey M Hannah, Clinical Assistant Professor
Kinesiology and Health Education
PhD, University of Texas at Austin, 2012
Charles H. Spence, Sr. Centennial Professorship in Education
Curriculum and Instruction
PhD, Louisiana State University and Agricultural and Mechanical College, 1997
Michelle Harrison, Research Assistant Professor
Kinesiology and Health Education
PhD, University of Texas at Austin, 2014
Conor Heffernan, Assistant Professor of Instruction
Kinesiology and Health Education
MPhil, University of Cambridge, 2016
Jennifer J Holme, Associate Professor
Educational Leadership and Policy
PhD, University of California-Los Angeles, 2000
Elaine K Horwitz, Professor
Curriculum and Instruction
PhD, University of Illinois at Urbana-Champaign, 1980
Hao-Yuan Hsiao, Assistant Professor
Kinesiology and Health Education
PhD, University of Delaware, 2015
Joan Hughes, Associate Professor
Curriculum and Instruction
PhD, Michigan State University, East Lansing, 2000
Thomas M Hunt, Associate Professor
Kinesiology and Health Education
PhD, University of Texas at Austin, 2007
Myra Infante Sheridan, Assistant Professor of Practice
Curriculum and Instruction
MFA, University of Texas - Pan American, 2011
Anita Israni, Assistant Professor of Instruction
Educational Psychology
PhD, University of Texas at Austin, 2015
Huriya Jabbar, Assistant Professor
Educational Leadership and Policy
PhD, University of California-Berkeley, 2014
Jody L Jensen, Professor
Kinesiology and Health Education
PhD, University of Maryland College Park, 1989
Judith R Jonas, Lecturer
Kinesiology and Health Education
PhD, University of Texas at Austin, 1996
Esbelle M Jowers, Research Assistant Professor
Kinesiology and Health Education
PhD, University of Texas at Austin, 1999

Sharon H Justice, Lecturer
Educational Leadership and Policy
PhD, Southern Illinois University Carbondale, 1974

Manuel J Justiz, Professor
A. M. Aikin Regents Chair in Education Leadership
Educational Leadership and Policy
PhD, Southern Illinois University Carbondale, 1977

Marilyn C Kameen, Professor
A. M. Aikin Regents Chair in Junior and Community College Education Leadership
Educational Leadership and Policy
EdD, University of Virginia (Old Code), 1974

Hyeon-Ah Kang, Assistant Professor
Educational Psychology
PhD, University of Illinois at Urbana-Champaign, 2016

Xiaofen Keating, Associate Professor
Curriculum and Instruction
PhD, University of Illinois at Urbana-Champaign, 2000

Timothy Z Keith, Professor
Educational Psychology
PhD, Duke University, 1982

Darren David Kelly, Assistant Professor of Instruction
Kinesiology and Health Education
PhD, University of Texas at Austin, 2012

Deborah C Kelt, Assistant Professor of Practice
Curriculum and Instruction
MA, University of Texas at Austin, 2008

Grace Kim, Assistant Professor
Curriculum and Instruction
PhD, University of California-Berkeley, 2017

Amy L Kinkade, Assistant Professor of Practice
Curriculum and Instruction
MEd, University of Texas at Austin, 1982

David A Klingbeil, Assistant Professor
Educational Psychology
PhD, University of Minnesota-Twin Cities, 2013

Eric Knuth, Professor
Curriculum and Instruction
PhD, University of Colorado at Boulder, 1999

Harold Willis Kohl III, Research Professor
Kinesiology and Health Education
PhD, University of Texas Health Science Center at Houston, 1993

Sophie Lalande, Assistant Professor
Kinesiology and Health Education
PhD, University of Auckland, 2008

Lara Latimer, Assistant Professor of Instruction
Kinesiology and Health Education
PhD, University of Texas at Austin, 2013

Cecil Wayne Lee, Assistant Professor of Practice
Kinesiology and Health Education

BS, University of Texas at Austin, 1972

Linda Lee, Assistant Professor of Practice
Educational Leadership and Policy
PhD, University of Chicago, 2010

Min Liu, Professor
Curriculum and Instruction
EdD, West Virginia University, 1992

Alexandra Loukas, Professor
Barbie M. and Gary L. Coleman Professorship in Education
Kinesiology and Health Education
PhD, Michigan State University, East Lansing, 1997

Tia Madkins, Assistant Professor
Curriculum and Instruction
PhD, University of California-Berkeley, 2016

Beth Maloch, Professor
Elizabeth Shatto Massey Endowed Chair in Education
Curriculum and Instruction
PhD, Vanderbilt University, 2000

Zoe Mantarakis, Assistant Professor of Practice
Kinesiology and Health Education
BA, University of California-Berkeley, 2000

Jill A Marshall, Associate Professor
Curriculum and Instruction
PhD, University of Texas at Austin, 1984

Charles Martinez, Professor
Sid W. Richardson Regents Chair in Community College Leadership, Lee Hage Jamail Regents Chair in Education
Educational Psychology
PhD, Alliant International University-San Diego, 1997

Julie Maslowsky, Assistant Professor
Kinesiology and Health Education
PhD, University of Michigan-Ann Arbor, 2012

Christopher J McCarthy, Professor
Educational Psychology
PhD, Georgia State University, 1995

Nicole Kristen McLagan, Assistant Professor of Practice
Kinesiology and Health Education
PhD, University of Texas at Austin, 2014

Brian M Mills, Associate Professor
Kinesiology and Health Education
PhD, University of Michigan-Ann Arbor, 2012

Celena Mondie-Milner, Assistant Professor of Practice
Educational Leadership and Policy
PhD, Mercer U in Atlanta, 2015

Leslie A Moore, Senior Lecturer
Educational Psychology
PhD, University of Texas at Austin, 1987

Kathy Mosteller, Lecturer
Kinesiology and Health Education
BS, University of Alaska Anchorage, 1992

Katherine M Muenks, Assistant Professor
Educational Psychology
PhD, University of Maryland College Park, 2016

Kathy Mosteller, Lecturer
Kinesiology and Health Education
BS, University of Alaska Anchorage, 1992

Katherine M Muenks, Assistant Professor
Educational Psychology
PhD, University of Maryland College Park, 2016
Sheri Mycue, Clinical Assistant Professor  
Curriculum and Instruction  
PhD, University of New Orleans, 2000

Kristin Neff, Associate Professor  
Educational Psychology  
PhD, University of California-Berkeley, 1997

Glenn L Nolly, Assistant Professor of Practice  
Educational Leadership and Policy  
PhD, University of Texas at Austin, 1997

Liesl Nydegger, Assistant Professor  
Kinesiology and Health Education  
PhD, Claremont Graduate University, 2015

Mark F O'Reilly, Professor  
Audrey Rogers Myers Centennial Professorship in Education  
Special Education  
PhD, University of Illinois at Urbana-Champaign, 1992

Jessica J O'Bleness, Assistant Professor of Practice  
Educational Psychology  
PhD, University of Iowa, 2015

Ruben D Olivarez, Professor  
L. D. Haskew Centennial Professorship in Public School Administration  
Educational Leadership and Policy  
PhD, University of Texas at Austin, 1976

Martha N Ovando, Professor  
Educational Leadership and Policy  
PhD, University of Utah, 1981

Tolga Ozyurtcu, Assistant Professor of Instruction  
Kinesiology and Health Education  
PhD, University of Texas at Austin, 2014

Raymund A Paredes, Professor of Practice  
Educational Leadership and Policy  
PhD, University of Texas at Austin, 1973

Michael Parent, Assistant Professor  
Educational Psychology  
PhD, University of Florida, 2013

Keryn Elizabeth Pasch, Associate Professor  
Kinesiology and Health Education  
PhD, University of Minnesota-Twin Cities, 2007

James R Patton, Associate Professor of Instruction  
Special Education  
EdD, University of Virginia (Old Code), 1980

Katherina A Payne, Assistant Professor  
Curriculum and Instruction  
MA, Adelphi University, 2004

Peng Peng, Assistant Professor  
Special Education  
PhD, Vanderbilt University, 2014

Miguel Pinedo, Assistant Professor  
Kinesiology and Health Education  
PhD, University of California-San Diego, 2015

Sarah Rannels Powell, Associate Professor  
Special Education  
PhD, Vanderbilt University, 2009

Alina Pruitt, Assistant Professor of Instruction  
Curriculum and Instruction  
PhD, University of Texas at Austin, 2018

James E Pustejovsky, Assistant Professor  
Educational Psychology  
PhD, Northwestern University, 2013

Nayelle Ramos, Assistant Professor of Practice  
Curriculum and Instruction  
MEd, University of Texas at Austin, 2017

Karen J Rayne, Assistant Professor of Instruction  
Educational Psychology  
PhD, University of Texas at Austin, 2007

Richard J Reddick, Associate Professor  
Educational Leadership and Policy  
EdD, Harvard University, 2007

Paul E Resta, Professor  
Ruth Knight Millikan Centennial Professorship  
Curriculum and Instruction  
PhD, Arizona State University Main, 1968

Pedro Reyes, Professor  
Educational Leadership and Policy  
PhD, University of Wisconsin-Madison, 1985

Sylvia Ramirez Reyna, Assistant Professor of Practice  
Educational Leadership and Policy  
PhD, Texas A & M University, 2008

Geoff B Rich, Assistant Professor of Practice  
Kinesiology and Health Education  
MA, Southwestern Baptist Theological Seminary, 1995

Catherine Riegle-Crumb, Associate Professor  
Curriculum and Instruction  
PhD, University of Chicago, 2000

Aaron B Rochlen, Professor  
Educational Psychology  
PhD, University of Maryland College Park, 2000

Erin M Rodriguez, Assistant Professor  
Educational Psychology  
PhD, Vanderbilt University, 2012

Haydee M Rodriguez, Clinical Assistant Professor  
Curriculum and Instruction  
PhD, University of Texas at Austin, 2000

Laura Kelley Rojeski, Assistant Professor of Practice  
Special Education  
PhD, University of Texas at Austin, 2015

Ericka Roland, Assistant Professor of Practice  
Educational Leadership and Policy  
PhD, University of South Florida, 2018

Jason A Rosenblum, Assistant Professor of Instruction  
Curriculum and Instruction  
PhD, University of Texas at Austin, 2014

Victor Saenz, Professor  
Educational Leadership and Policy  
PhD, University of California-Los Angeles, 2005

Cynthia S Salinas, Professor

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Ruben E. Hinojosa Regents Professorship in Education
Curriculum and Instruction
PhD, University of Texas at Austin, 1999

Mandy M Salinas, Assistant Professor of Instruction
Kinesiology and Health Education
PhD, University of Texas at Austin, 2017

Victor Sampson, Associate Professor
Curriculum and Instruction
PhD, Arizona State University Main, 2007

Trinidad San Miguel, Assistant Professor of Practice
Educational Leadership and Policy
PhD, University of Texas at Austin, 1996

Delida Sanchez, Associate Professor
Educational Psychology
PhD, Columbia University in the City of New York, 2002

Michaeal Paige Sandbank, Assistant Professor
Special Education
PhD, Vanderbilt University, 2015

Michael T Sanders, Senior Lecturer
Kinesiology and Health Education
EdD, University of Tennessee, 1985

James L Schaller, Associate Professor
Special Education
PhD, University of Wisconsin-Madison, 1991

Diane L Schallert, Professor
Educational Psychology
PhD, Arizona State University Main, 1975

Julie Schell, Assistant Professor of Practice
Educational Leadership and Policy
EdD, Teachers College, Columbia University, 2009

Lauren Schudde, Assistant Professor
Educational Leadership and Policy
PhD, University of Wisconsin-Madison, 2013

Edwin R Sharpe Jr, Professor of Practice
Educational Leadership and Policy
PhD, University of Texas at Austin, 1980

Lisa Lynne Sigafoos, Assistant Professor of Practice
Special Education
PhD, University of Texas at Austin, 2018

Allison Skerrett, Professor
Curriculum and Instruction
PhD, Boston College, 2007

Jennifer C Smith, Assistant Professor of Instruction
Curriculum and Instruction
PhD, University of Arizona, 2002

Patricia Ann Somers, Associate Professor
Educational Leadership and Policy
PhD, University of New Orleans, 1992

Audrey M Sorrells, Associate Professor
Special Education
PhD, University of Florida, 1996

Emily Sparvero, Assistant Professor of Instruction
Kinesiology and Health Education
PhD, University of Texas at Austin, 2008

Carol J Spaulding, Assistant Professor of Instruction
Kinesiology and Health Education
PhD, University of Texas at Austin, 2009

Jeanne Montgomery Spencer, Lecturer
Special Education
EdD, Auburn University, 1980

Dixie Stanforth, Associate Professor of Instruction
Kinesiology and Health Education
PhD, University of Texas at Austin, 2010

Philip R Stanforth, Clinical Associate Professor
Kinesiology and Health Education
MS, University of Arizona, 1978

Mary A Steinhardt, Professor
Kinesiology and Health Education
EdD, University of Houston, 1985

Audrey J Stone, Assistant Professor
Kinesiology and Health Education
PhD, University of Arkansas at Little Rock, 2010

Marie-Anne P Suizzo, Associate Professor
Educational Psychology
EdD, Harvard University, 1997

Ryan Sutton, Assistant Professor of Practice
Educational Psychology
PhD, Howard University, 2015

Deane Swanson, Lecturer
Kinesiology and Health Education
MEd, Springfield College, 1979

Elizabeth Swanson, Research Associate Professor
PhD, University of Texas at Austin, 2008

Kathryn Klingler Tackett, Associate Professor of Practice
Special Education
PhD, University of Texas at Austin, 2009

Hirofumi Tanaka, Professor
Kinesiology and Health Education
PhD, University of Tennessee, 1995

Stephen West Taylor, Assistant Professor of Practice
Kinesiology and Health Education
DrJur, University of Kansas Main Campus, 1995

Janice S Todd, Professor
Kinesiology and Health Education
PhD, University of Texas at Austin, 1995

Jessica R Toste, Assistant Professor
Special Education
PhD, McGill University, 2011

Le Tran, Lecturer
Special Education
PhD, University of Texas at Austin, 2019

Galia I Tzvetkov, Assistant Professor of Practice
Kinesiology and Health Education
MA, National Sports Academy, 1992

Luis Urrieta, Professor
Suzanne B. and John L. Adams Endowed Professorship in Education
Curriculum and Instruction
PhD, University of North Carolina at Chapel Hill, 2003

Angela Valenzuela, Professor
Educational Leadership and Policy
PhD, Stanford University, 1990

Sharon Vaughn, Professor
Manuel J. Justiz Endowed Chair in Math, Science, and Technology in Teacher Education
Special Education
PhD, University of Arizona, 1981

Aaron Westerfield Voyles, Clinical Assistant Professor
Educational Leadership and Policy
EdD, Appalachian State University, 2015

Rachel Marie Watson, Assistant Professor of Instruction
Kinesiology and Health Education
MS, University of Texas at Austin, 2016

Melissa R Wetzel, Associate Professor
Curriculum and Instruction
PhD, Washington University in St Louis, 2007

Tiffany A Whittaker, Associate Professor
Educational Psychology
PhD, University of Texas at Austin, 2003

Molly Trinh Wiebe, Assistant Professor of Practice
Curriculum and Instruction
PhD, University of Texas at Austin, 2016

Joe Wilcox, Specialist
Educational Leadership and Policy
PhD, University of Texas at Austin, 2018

Brandy L Windham, Lecturer
Special Education
MEd, University of Texas at Austin, 2014

Mary J Worthy, Professor
Curriculum and Instruction
PhD, University of Virginia (Old Code), 1989

Danielle Wright, Assistant Professor of Practice
Educational Leadership and Policy
PhD, University of Texas at Austin, 2009

Veronica Yan, Assistant Professor
Educational Psychology
PhD, University of California-Los Angeles, 2014

Cockrell School of Engineering Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Jacob A Abraham, Professor
Cockrell Family Regents Chair in Engineering #8
Electrical and Computer Engineering
PhD, Stanford University, 1974

P A Abusali, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, University of Texas at Austin, 1983

Maruthi R Akella, Professor
E. P. Schoch Professorship in Engineering
Aerospace Engineering and Engineering Mechanics
PhD, Texas A & M University, 1998

Deji Akinwande, Professor
Electrical and Computer Engineering
PhD, Stanford University, 2010

Farshid Alambeigi, Assistant Professor
Mechanical Engineering
MSE, Johns Hopkins University, 2017

David T Allen, Professor
Melvin H. Gertz Regents Chair in Chemical Engineering
Chemical Engineering
PhD, California Institute of Technology, 1983

Hal S Alper, Professor
Z. D. Bonner Professorship of Chemical Engineering
Chemical Engineering
PhD, Massachusetts Institute of Technology, 2006

Andrea Alu, Adjunct Professor
Electrical and Computer Engineering
PhD, Universita degli Studi Roma Tre, 2007

Catherine G Ambrose, Adjoint Associate Professor
Biomedical Engineering
PhD, University of Texas at Austin, 1992

Jeffrey G Andrews, Professor
Cockrell Family Chair in Engineering #17
Electrical and Computer Engineering
PhD, Stanford University, 2002

Joshua Apte, Assistant Professor
Civil, Architectural, and Environmental Engineering
MS, University of California-Berkeley, 2008

Ari Arapostathis, Professor
Electrical and Computer Engineering
PhD, University of California-Berkeley, 1982

Biniam Kidanemariam Aregawi, Lecturer
Civil, Architectural, and Environmental Engineering
MS, Lawrence Technological University, 2011

Francois Baccelli, Professor
Simons Chair in Mathematics and Electrical and Computer Engineering
Electrical and Computer Engineering
These d’Etat, Universite de Paris XI, Paris-Sud, 1983

Vaibhav Bahadur, Associate Professor
Mechanical Engineering
PhD, Purdue University Main Campus, 2008

Aaron Blair Baker, Associate Professor
Biomedical Engineering
PhD, Harvard University, 2006

Efstathios Bakolas, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, Georgia Institute of Technology, 2011

Michael Baldea, Associate Professor
Chemical Engineering
PhD, University of Virginia (Old Code), 1989

Danielle Wright, Associate Professor
Educational Leadership and Policy
PhD, University of Texas at Austin, 2009

Biniam Kidanemariam Aregawi, Lecturer
Civil, Architectural, and Environmental Engineering
MS, Lawrence Technological University, 2011

Francois Baccelli, Professor
Simons Chair in Mathematics and Electrical and Computer Engineering
Electrical and Computer Engineering
These d’Etat, Universite de Paris XI, Paris-Sud, 1983

Vaibhav Bahadur, Associate Professor
Mechanical Engineering
PhD, Purdue University Main Campus, 2008

Aaron Blair Baker, Associate Professor
Biomedical Engineering
PhD, Harvard University, 2006

Efstathios Bakolas, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, Georgia Institute of Technology, 2011

Michael Baldea, Associate Professor
Chemical Engineering
PhD, University of Texas at Austin, 1983

Maruthi R Akella, Professor
E. P. Schoch Professorship in Engineering
Aerospace Engineering and Engineering Mechanics
PhD, Texas A & M University, 1998

Deji Akinwande, Professor
Electrical and Computer Engineering
PhD, Stanford University, 2010

Farshid Alambeigi, Assistant Professor
Mechanical Engineering
MSE, Johns Hopkins University, 2017

David T Allen, Professor
Melvin H. Gertz Regents Chair in Chemical Engineering
Chemical Engineering
PhD, California Institute of Technology, 1983

Hal S Alper, Professor
Z. D. Bonner Professorship of Chemical Engineering
Chemical Engineering
PhD, Massachusetts Institute of Technology, 2006

Andrea Alu, Adjunct Professor
Electrical and Computer Engineering
PhD, Universita degli Studi Roma Tre, 2007

Catherine G Ambrose, Adjoint Associate Professor
Biomedical Engineering
PhD, University of Texas at Austin, 1992

Jeffrey G Andrews, Professor
Cockrell Family Chair in Engineering #17
Electrical and Computer Engineering
PhD, Stanford University, 2002

Joshua Apte, Assistant Professor
Civil, Architectural, and Environmental Engineering
MS, University of California-Berkeley, 2008

Ari Arapostathis, Professor
Electrical and Computer Engineering
PhD, University of California-Berkeley, 1982

Biniam Kidanemariam Aregawi, Lecturer
Civil, Architectural, and Environmental Engineering
MS, Lawrence Technological University, 2011

Francois Baccelli, Professor
Simons Chair in Mathematics and Electrical and Computer Engineering
Electrical and Computer Engineering
These d’Etat, Universite de Paris XI, Paris-Sud, 1983

Vaibhav Bahadur, Associate Professor
Mechanical Engineering
PhD, Purdue University Main Campus, 2008

Aaron Blair Baker, Associate Professor
Biomedical Engineering
PhD, Harvard University, 2006

Efstathios Bakolas, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, Georgia Institute of Technology, 2011

Michael Baldea, Associate Professor
Chemical Engineering
PhD, University of Minnesota-Twin Cities, 2006
Matthew Thomas Balhoff, Professor
Bank of America Centennial Professorship in Petroleum Engineering
Petroleum and Geosystems Engineering
PhD, Louisiana State University and Agricultural and Mechanical College, 2005
Sanjay K Banerjee, Professor
Cockrell Family Regents Chair in Engineering #4
Electrical and Computer Engineering
PhD, University of Illinois at Urbana-Champaign, 1983
Seth Robert Bank, Professor
Cullen Trust for Higher Education Endowed Professorship in Engineering #6
Electrical and Computer Engineering
PhD, Stanford University, 2006
James Andrew Bankson, Adjunct Associate Professor
Biomedical Engineering
PhD, Texas A & M University, 2001
Suzanne Barber, Professor
AT&T Foundation Endowed Professorship in Engineering
Electrical and Computer Engineering
PhD, University of Texas at Arlington, 1992
Jonathan F Bard, Professor
Mechanical Engineering
DSc, George Washington University, 1979
Joel W Barlow, Adjunct Professor
Chemical Engineering
PhD, University of Wisconsin-Madison, 1970
Ronald E Barr, Professor
Mechanical Engineering
PhD, Marquette University, 1975
Michael E Barrett, Research Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 1996
Oguzhan Bayrak, Professor
Phil M. Ferguson Professorship in Civil Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of Toronto, 1999
Joseph J Beaman Jr, Professor
Earnest F. Gloyna Regents Chair in Engineering
Mechanical Engineering
ScD, Massachusetts Institute of Technology, 1979
Mikhail A Belkin, Adjunct Professor
Electrical and Computer Engineering
PhD, University of California-Berkeley, 2004
Adela Ben-Yakar, Professor
Harry L. Kent, Jr. Professorship in Mechanical Engineering
Mechanical Engineering
PhD, Stanford University, 2001
Jeffrey K Bennighof, Research Professor
Aerospace Engineering and Engineering Mechanics
PhD, Virginia Polytechnic Institute and State University, 1986
Srinivas V Bettadpur, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Texas at Austin, 1993
Amit Bhasin, Professor
Civil, Architectural, and Environmental Engineering
DPhil, Texas A & M University, 2006
Chandra R Bhat, Professor
Joe J. King Chair of Engineering
Civil, Architectural, and Environmental Engineering
PhD, Northwestern University, 1991
J Eric Bickel, Associate Professor
Mechanical Engineering
PhD, Stanford University, 1999
George Biros, Professor
W. A. Tex Moncrief, Jr. Endowment in Simulation-Based Engineering and Sciences - Endowed Chair No. 2
Mechanical Engineering
PhD, Carnegie Mellon University, 2000
Fabrizio Bisetti, Assistant Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of California-Berkeley, 2007
David G Bogard, Professor
Baker Hughes Incorporated Centennial Professorship
Mechanical Engineering
PhD, Purdue University Main Campus, 1982
Raghu Bollapragada, Assistant Professor
Mechanical Engineering
MS, Northwestern University, 2015
Paul M Bommer, Distinguished Senior Lecturer
Petroleum and Geosystems Engineering
PhD, University of Texas at Austin, 1979
Roger T Bonnecaze, Professor
William and Bettye Nowlin Chair in Engineering
Chemical Engineering
PhD, California Institute of Technology, 1991
John D Borcherding, Adjunct Professor
Civil, Architectural, and Environmental Engineering
PhD, Stanford University, 1972
Maura Borrego, Professor
Mechanical Engineering
PhD, Stanford University, 2003
David L Bourell, Professor
Mechanical Engineering
PhD, Stanford University, 1979
Alan C Bovik, Professor
Cockrell Family Regents Chair in Engineering #3
Electrical and Computer Engineering
PhD, University of Illinois at Urbana-Champaign, 1984
Stephen Boyles, Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 2009
Joan F Brennecke, Professor
Cockrell Family Chair in Engineering #16
Chemical Engineering
PhD, University of Illinois at Urbana-Champaign, 1989
Amy Brock, Assistant Professor  
Biomedical Engineering  
PhD, Harvard University, 2004

Gregory L Brooks, Associate Professor of Practice  
Civil, Architectural, and Environmental Engineering  
MArch, University of Texas at Austin, 1996

Steven L Bryant, Adjunct Professor  
Petroleum and Geosystems Engineering  
PhD, University of Texas at Austin, 1986

Tan Thanh Bui, Associate Professor  
Aerospace Engineering and Engineering Mechanics  
PhD, Massachusetts Institute of Technology, 2007

John H Byrne, Adjoint Professor  
Biomedical Engineering  
PhD, Polytechnic University, 1973

Carlos H Caldas, Professor  
Civil, Architectural, and Environmental Engineering  
PhD, University of Illinois at Urbana-Champaign, 2003

Constantine Caramanis, Professor  
Electrical and Computer Engineering  
PhD, Massachusetts Institute of Technology, 2006

Chih-Hao Chang, Associate Professor  
Mechanical Engineering  
PhD, Massachusetts Institute of Technology, 2008

Randall J Charbeneau, Professor  
Jewel McAlister Smith Professorship in Engineering  
Civil, Architectural, and Environmental Engineering  
PhD, Stanford University, 1978

William S Charlton, Professor  
John J. McKetta Energy Professorship in Engineering  
Mechanical Engineering  
PhD, Texas A & M University, 1999

James R Chelikowsky, Professor  
W. A. Tex Moncrief, Jr. Chair in Computational Materials  
Chemical Engineering  
PhD, University of California-Berkeley, 1975

Dongmei Chen, Associate Professor  
Mechanical Engineering  
PhD, University of Michigan-Ann Arbor, 2006

Jingyi Chen, Assistant Professor  
Aerospace Engineering and Engineering Mechanics  
PhD, Stanford University, 2014

Ray T Chen, Professor  
Keys and Joan Curry/Cullen Trust Endowed Chair  
Electrical and Computer Engineering  
PhD, University of California-Irvine, 1991

Derek Chiou, Adjunct Associate Professor  
Electrical and Computer Engineering  
PhD, Massachusetts Institute of Technology, 1999

Kevin Clarno, Associate Professor  
Mechanical Engineering  
PhD, Texas A & M University, 2004

Christian Claudel, Assistant Professor  
Civil, Architectural, and Environmental Engineering  
PhD, University of California-Berkeley, 2010

Patricia Clayton, Assistant Professor  
Civil, Architectural, and Environmental Engineering  
MSCE, University of Washington - Seattle, 2010

Noel T Clemens, Professor  
Cockrell Family Chair for Departmental Leadership #2, Clare Cockrell Williams Centennial Chair in Engineering  
Aerospace Engineering and Engineering Mechanics  
PhD, Stanford University, 1991

John Cline, Lecturer  
Mechanical Engineering  
PhD, University of Texas at Austin, 2012

Thomas J Connolly, Lecturer  
Aerospace Engineering and Engineering Mechanics  
Mechanical Engineering  
PhD, University of Texas at Austin, 2000

Lydia Maria Contreras, Associate Professor  
Chemical Engineering  
PhD, Cornell University, 2008

Elizabeth Cosgriff-Hernandez, Professor  
L. B. (Preach) Meaders Professorship in Engineering  
Biomedical Engineering  
PhD, Case Western Reserve University, 2005

Brady R Cox, Professor  
Civil, Architectural, and Environmental Engineering  
PhD, University of Texas at Austin, 2006

Richard H Crawford, Professor  
Mechanical Engineering  
PhD, Purdue University Main Campus, 1989

Alfonso Cuevas, Associate Professor of Instruction  
Electrical and Computer Engineering  
PhD, University of Texas at Austin, 1990

Michael Arthur Cullinan, Assistant Professor  
Mechanical Engineering  
PhD, Massachusetts Institute of Technology, 2011

Adriana Costa Da Silveira, Adjunct Assistant Professor  
Biomedical Engineering  
PhD, University of Florida, 1998

Hugh C Daigle, Associate Professor  
Petroleum and Geosystems Engineering  
PhD, Rice University, 2011

Walter K Daniel, Lecturer  
Aerospace Engineering and Engineering Mechanics  
MS, Georgia Institute of Technology, 1986

Clinton N Dawson, Professor  
John J. McKetta Centennial Energy Chair in Engineering  
Aerospace Engineering and Engineering Mechanics  
PhD, Rice University, 1988

Gustavo A De Veciana, Professor  
Cullen Trust for Higher Education Endowed Professorship in Engineering #2  
Electrical and Computer Engineering
Neil E Deeds, Lecturer
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 1999

Mojdeh Delshad, Research Professor
Petroleum and Geosystems Engineering
PhD, University of Texas at Austin, 1986

Leszek F Demkowicz, Professor
W. A. Tex Moncrief, Jr. Chair in Computational Engineering and Sciences II
Aerospace Engineering and Engineering Mechanics
PhD, Cracow Univ of Technology, 1982

Brandi L DeMont, Lecturer
Biomedical Engineering
PhD, University of Texas at Austin, 2010

Ashish Deshpande, Associate Professor
Mechanical Engineering
PhD, University of Michigan-Ann Arbor, 2007

Mazen Diab, Lecturer
Biomedical Engineering
PhD, City University of New York The City College, 2011

Luigi Dibiase, Adjunct Associate Professor
Biomedical Engineering
MD, University of Bari, 2000

David DiCarlo, Associate Professor
Petroleum and Geosystems Engineering
PhD, Cornell University, 1994

Kenneth R Diller, Professor
Robert M. and Prudie Leibrock Endowed Professorship in Engineering
Biomedical Engineering
ScD, Massachusetts Institute of Technology, 1972

Georgios-Alex Dimakis, Associate Professor
Electrical and Computer Engineering
PhD, University of California-Berkeley, 2008

Brian Dinsmoor, Lecturer
Chemical Engineering
MS, University of Texas at Austin, 1979

Dragan Djurdjanovic, Associate Professor
Mechanical Engineering
PhD, University of Michigan-Ann Arbor, 2002

Ananth Dodabalapur, Professor
Motorola Regents Chair in Electrical and Computer Engineering #1
Electrical and Computer Engineering
PhD, University of Texas at Austin, 1990

Berkin Dortdivanlioglu, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, Stanford University, 2020

Ricardo H Dunia, Lecturer
Chemical Engineering
PhD, University of Texas at Austin, 1997

Andrew K Dunn, Professor
Donald J. Douglass Centennial Professorship in Engineering
Biomedical Engineering

Mary V Eberlein, Associate Professor of Instruction
Electrical and Computer Engineering
PhD, University of Tennessee, 1996

Thomas F Edgar, Professor
George T. and Gladys H. Abell Endowed Chair of Engineering
Chemical Engineering
PhD, Princeton University, 1971

John G Ekerdt, Professor
Dick Rothwell Endowed Chair in Chemical Engineering
Chemical Engineering
PhD, University of California-Berkeley, 1979

Chadi Said El Mohtar, Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, Purdue University Main Campus, 2008

Ayman Yehia El-Ezabi, Visiting Associate Professor
Electrical and Computer Engineering
PhD, North Carolina State University, 2000

Robert B Eldridge, Distinguished Senior Lecturer
Chemical Engineering
PhD, University of Texas at Austin, 1986

Janet L Ellzey, Professor
Mechanical Engineering
PhD, University of California-Berkeley, 1985

Stanislav Emelianov, Adjunct Professor
Biomedical Engineering
PhD, University of Moscow, 1992

Michael D Engelhardt, Professor
Adnan Abou-Ayyash Centennial Professorship in Transportation Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of California-Berkeley, 1989

James Engstrom, Visiting Professor
Chemical Engineering
PhD, California Institute of Technology, 1987

Mattan Erez, Professor
Electrical and Computer Engineering
PhD, Stanford University, 2007

David N Espinoza, Associate Professor
Petroleum and Geosystems Engineering
PhD, Georgia Institute of Technology, 2011

Brian L Evans, Professor
Engineering Foundation Professorship
Electrical and Computer Engineering
PhD, Georgia Institute of Technology, 1993

Scott Evans, Assistant Professor of Practice
Mechanical Engineering
PhD, University of Texas at Austin, 2005

Ofodike A Ezekoye, Professor
W. R. Woolrich Professorship in Engineering
Mechanical Engineering  
PhD, University of California-Berkeley, 1991  
William F Fagelson, Assistant Professor of Instruction  
Electrical and Computer Engineering  
PhD, University of Texas at Austin, 2004  
Eric P Fahrenthold, Professor  
Mechanical Engineering  
PhD, Rice University, 1984  
Donglei Fan, Associate Professor  
Mechanical Engineering  
PhD, Johns Hopkins University, 2007  
Kasey M Faust, Assistant Professor  
Civil, Architectural, and Environmental Engineering  
PhD, Purdue University Main Campus, 2015  
Marc D Feldman, Adjunct Professor  
Biomedical Engineering  
MD, University of Pennsylvania, 1981  
Gregory L Fenves, Professor  
Cockrell Family Chair in Engineering #15, Regents Chair in Higher Education Leadership, Ed and Caroline Hyman Endowed Presidential Leadership Chair  
Civil, Architectural, and Environmental Engineering  
PhD, University of California-Berkeley, 1984  
Paulo J Ferreira, Adjunct Professor  
Mechanical Engineering  
PhD, University of Illinois at Urbana-Champaign, 1996  
Raissa Patricia Ferron, Associate Professor  
Civil, Architectural, and Environmental Engineering  
PhD, Northwestern University, 2008  
Mark M Flynn, Assistant Professor of Instruction  
Electrical and Computer Engineering  
PhD, University of Texas at Austin, 2003  
Kevin J Folliard, Professor  
Warren S. Bellows Centennial Professorship in Civil Engineering  
Civil, Architectural, and Environmental Engineering  
PhD, University of California-Berkeley, 1995  
John Timothy Foster, Associate Professor  
Petroleum and Geosystems Engineering  
PhD, Purdue University Main Campus, 2009  
David W Fowler, Professor  
Civil, Architectural, and Environmental Engineering  
PhD, University of Colorado at Boulder, 1965  
Wallace T Fowler, Professor  
Aerospace Engineering and Engineering Mechanics  
PhD, University of Texas at Austin, 1965  
Douglas J Fox Jr, Adjunct Assistant Professor  
Biomedical Engineering  
MD, Washington University in St Louis, 1999  
Benny D Freeman, Professor  
William J. (Bill) Murray, Jr. Endowed Chair of Engineering  
Chemical Engineering  
PhD, University of California-Berkeley, 1988  
Keith A Friedman, Senior Lecturer  
Chemical Engineering  
PhD, University of Texas at Austin, 2003  
Venkat Ganesan, Professor  
Kenneth A. Kobe Professorship in Chemical Engineering  
Chemical Engineering  
PhD, Massachusetts Institute of Technology, 1999  
Vijay K Garg, Professor  
Cullen Trust for Higher Education Endowed Professorship in Engineering #5  
Electrical and Computer Engineering  
PhD, University of California-Berkeley, 1988  
George Georgiou, Professor  
Dula D. Cockrell Centennial Chair in Engineering #2  
Biomedical Engineering  
Chemical Engineering  
PhD, Cornell University, 1987  
Andreas Gerstlauer, Associate Professor  
Electrical and Computer Engineering  
PhD, University of California-Irvine, 2004  
Ranjit Gharpurey, Professor  
Electrical and Computer Engineering  
PhD, University of California-Berkeley, 1995  
Omar Ghattas, Professor  
John A. and Katherine G. Jackson Chair in Computational Geosciences  
Mechanical Engineering  
PhD, Duke University, 1988  
Joydeep Ghosh, Professor  
Schlumberger Centennial Chair in Electrical Engineering  
Electrical and Computer Engineering  
PhD, University of Southern California, 1988  
Robert B Gilbert, Professor  
Cockrell Family Chair for Departmental Leadership #3, Brunswick-Abernathy Regents Professorship in Soil Dynamics and Geotechnical Engineering  
Civil, Architectural, and Environmental Engineering  
PhD, University of Illinois at Urbana-Champaign, 1993  
Yael R Glazer, Lecturer  
Mechanical Engineering  
PhD, University of Texas at Austin, 2018  
Milos Gligoric, Assistant Professor  
Electrical and Computer Engineering  
PhD, University of Illinois at Urbana-Champaign, 2015  
David B Goldstein, Professor  
Stanley P. Finch Centennial Professorship in Engineering  
Aerospace Engineering and Engineering Mechanics  
PhD, California Institute of Technology, 1990  
Shadi Goodarzi, Research Assistant Professor  
Mechanical Engineering  
PhD, Ecole des Hautes Etudes Commerciales, 2016  
John B Goodenough, Professor  
Virginia H. Cockrell Centennial Chair in Engineering  
Electrical and Computer Engineering  
Mechanical Engineering  
PhD, University of Chicago, 1952  
Kenneth E Gray, Professor
Petroleum and Geosystems Engineering
PhD, University of Texas at Austin, 1963

Derek A Haas, Assistant Professor
Mechanical Engineering
PhD, University of Texas at Austin, 2008

Michael Richard Haberman, Assistant Professor
Mechanical Engineering
PhD, Georgia Institute of Technology, 2007

Hazem Hajj, Visiting Associate Professor
Electrical and Computer Engineering
PhD, University of Wisconsin Colleges, 1996

Matthew J Hall, Professor
Mechanical Engineering
PhD, Princeton University, 1987

Neal Hall, Associate Professor
Electrical and Computer Engineering
PhD, Georgia Institute of Technology, 2004

Gary A Hallock, Professor
Electrical and Computer Engineering
PhD, Rensselaer Polytechnic Institute, 1982

Mark F Hamilton, Professor
W.A. (Bill) Cunningham Professorship in Engineering
Mechanical Engineering
PhD, Pennsylvania State University Main Campus, 1983

Grani Adiwena Hanasusanto, Assistant Professor
Mechanical Engineering
PhD, Imperial College London, 2015

Alex Hanson, Assistant Professor
Electrical and Computer Engineering
SM, Massachusetts Institute of Technology, 2016

Raymond Jackson Harshbarger III, Adjunct Professor
Biomedical Engineering
MD, University of Rochester, 1994

Hillary Hart, Distinguished Senior Lecturer
Civil, Architectural, and Environmental Engineering
PhD, Bryn Mawr College, 1981

John J Hasenbein, Professor
Mechanical Engineering
PhD, Georgia Institute of Technology, 1999

Robert W Heath Jr, Professor
Cockrell Family Regents Chair in Engineering #7
Electrical and Computer Engineering
PhD, Stanford University, 2002

Robert E Hebrner, Research Professor
Mechanical Engineering
PhD, University of Missouri - Rolla, 1971

Zoya Heidari, Associate Professor
Petroleum and Geosystems Engineering
PhD, University of Texas at Austin, 2011

Adam Heller, Research Professor
Chemical Engineering
PhD, Hebrew University, 1961

Todd A Helwig, Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 1994

Deborah S Hempel-Medina, Senior Lecturer
Petroleum and Geosystems Engineering
MBA, Southern Methodist University, 2001

Lea Hildebrandt Ruiz, Assistant Professor
Chemical Engineering
PhD, Carnegie Mellon University, 2011

Nhat Minh Ho, Lecturer
Civil, Architectural, and Environmental Engineering
BArchE, University of Texas at Austin, 2010

Ben R Hodges, Professor
Civil, Architectural, and Environmental Engineering
PhD, Stanford University, 1997

Erik M Holland, Lecturer
Civil, Architectural, and Environmental Engineering
MA, California State University-Northridge, 2015

Rodney Horton, Adjunct Professor
Biomedical Engineering
MD, University of Texas Southwestern Medical Center at Dallas, 1988

Trevor Daniel Hrynyk, Adjunct Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Toronto, 2013

Qin Huang, Professor
Dula D. Cockrell Centennial Chair in Engineering #1
Electrical and Computer Engineering
PhD, University of Cambridge, 1992

Rui Huang, Professor
Bettie Margaret Smith Professorship in Engineering
Aerospace Engineering and Engineering Mechanics
PhD, Princeton University, 2001

Thomas J Hughes, Professor
Peter O'Donnell, Jr. Chair in Computational and Applied Mathematics
Aerospace Engineering and Engineering Mechanics
PhD, University of California-Berkeley, 1974

Chun Huh, Research Professor
Petroleum and Geosystems Engineering
PhD, University of Minnesota-Duluth, 1965

Todd E Humphreys, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, Cornell University, 2008

Tanya Hutter, Assistant Professor
Mechanical Engineering
PhD, University of Cambridge, 2013

Gyeong S Hwang, Professor
Matthew Van Winkle Regents Professorship in Chemical Engineering
Chemical Engineering
PhD, California Institute of Technology, 1999

Jean Incorvia, Assistant Professor
Electrical and Computer Engineering
PhD, Harvard University, 2015

Ilyas M Iyoob, Lecturer
Mechanical Engineering
PhD, University of Texas at Austin, 2007
Moriba Jah, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Colorado at Boulder, 2005
Vijay Janapa Reddi, Adjunct Associate Professor
Electrical and Computer Engineering
PhD, Harvard University, 2010
Ning Jiang, Associate Professor
Biomedical Engineering
PhD, Georgia Institute of Technology, 2005
Lizy K John, Professor
Cullen Trust for Higher Education Endowed Professorship in Engineering #3
Electrical and Computer Engineering
PhD, Pennsylvania State University Main Campus, 1993
Blair Johnson, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, Cornell University, 2016
Keith P Johnston, Professor
M. C. (Bud) and Mary Beth Baird Endowed Chair
Chemical Engineering
PhD, University of Illinois at Urbana-Champaign, 1981
Bailey B Jones, Lecturer
Mechanical Engineering
MSME, University of Colorado at Boulder, 2002
Brandon A Jones, Assistant Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Colorado at Boulder, 2010
Miguel Jose-Yacaman, Adjunct Professor
Chemical Engineering
PhD, Nat University of Mexico, 1973
Maria Juenger, Professor
Civil, Architectural, and Environmental Engineering
PhD, Northwestern University, 1999
Christine L Julien, Professor
Annis and Jack Bowen Endowed Professorship in Engineering
Electrical and Computer Engineering
DSc, Washington University in St Louis, 2004
Ari B Kahn, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, George Mason University, 2006
Loukas F Kallivokas, Professor
Civil, Architectural, and Environmental Engineering
PhD, Carnegie Mellon University, 1995
Lynn E Katz, Professor
Hussein M. Alharthy Centennial Chair in Civil Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of Michigan-Ann Arbor, 1993
Fayez S Kazi, Assistant Professor of Practice
Civil, Architectural, and Environmental Engineering
MSE, University of Texas at Austin, 2001
Benjamin Keith Keitz, Assistant Professor
Chemical Engineering
PhD, California Institute of Technology, 2013
Sarfraz Khurshid, Professor
Electrical and Computer Engineering
PhD, Massachusetts Institute of Technology, 2004
Hyun Jung Kim, Assistant Professor
Biomedical Engineering
PhD, Yonsei University, 2005
Spyridon A Kinnas, Professor
Civil, Architectural, and Environmental Engineering
PhD, Massachusetts Institute of Technology, 1985
Kerry A Kinney, Professor
L. P. Gilvin Centennial Professorship in Civil Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of California-Davis, 1996
Mary Jo Kirisits, Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Illinois at Urbana-Champaign, 2000
Dale E Klein, Professor
Frank and Kay Reese Endowed Professorship in Engineering
Mechanical Engineering
PhD, University of Missouri - Columbia, 1977
Kara Kockelman, Professor
DeWitt C. Greer Centennial Professorship in Transportation Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of California-Berkeley, 1998
Joseph Hong Yui Koo, Lecturer
Mechanical Engineering
ScD, George Washington University, 1987
Brian A Korgel, Professor
Ernest Cockrell, Jr., Memorial Chair in Engineering
Chemical Engineering
PhD, University of California-Los Angeles, 1997
Desiderio Kovar, Professor
The BF Goodrich Endowed Professorship in Materials Engineering
Mechanical Engineering
PhD, Carnegie Mellon University, 1995
Jaydeep Prakash Kulkarni, Assistant Professor
Electrical and Computer Engineering
PhD, Purdue University Main Campus, 2009
Krishna Kumar, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Cambridge, 2015
Manish Kumar, Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Illinois at Urbana-Champaign, 2010
Kirby A Kuntz, Assistant Professor of Practice
Civil, Architectural, and Environmental Engineering
PhD, Pennsylvania State University Main Campus, 1994
Erhan Kutanoglu, Associate Professor
Mechanical Engineering
PhD, Lehigh University, 1999
Stelios Kyriakides, Professor
John Webb Jennings Chair in Engineering
PhD, University of Michigan-Ann Arbor, 2007
Moriba Jah, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Colorado at Boulder, 2005
Vijay Janapa Reddi, Adjunct Associate Professor
Electrical and Computer Engineering
PhD, Harvard University, 2010
Ning Jiang, Associate Professor
Biomedical Engineering
PhD, Georgia Institute of Technology, 2005
Lizy K John, Professor
Cullen Trust for Higher Education Endowed Professorship in Engineering #3
Electrical and Computer Engineering
PhD, Pennsylvania State University Main Campus, 1993
Blair Johnson, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, Cornell University, 2016
Keith P Johnston, Professor
M. C. (Bud) and Mary Beth Baird Endowed Chair
Chemical Engineering
PhD, University of Illinois at Urbana-Champaign, 1981
Bailey B Jones, Lecturer
Mechanical Engineering
MSME, University of Colorado at Boulder, 2002
Brandon A Jones, Assistant Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Colorado at Boulder, 2010
Miguel Jose-Yacaman, Adjunct Professor
Chemical Engineering
PhD, Nat University of Mexico, 1973
Maria Juenger, Professor
Civil, Architectural, and Environmental Engineering
PhD, Northwestern University, 1999
Christine L Julien, Professor
Annis and Jack Bowen Endowed Professorship in Engineering
Electrical and Computer Engineering
DSc, Washington University in St Louis, 2004
Ari B Kahn, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, George Mason University, 2006
Loukas F Kallivokas, Professor
Civil, Architectural, and Environmental Engineering
PhD, Carnegie Mellon University, 1995
Lynn E Katz, Professor
Hussein M. Alharthy Centennial Chair in Civil Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of Michigan-Ann Arbor, 1993
Fayez S Kazi, Assistant Professor of Practice
Civil, Architectural, and Environmental Engineering
MSE, University of Texas at Austin, 2001
Benjamin Keith Keitz, Assistant Professor
Chemical Engineering
PhD, California Institute of Technology, 2013
Sarfraz Khurshid, Professor
Electrical and Computer Engineering
PhD, Massachusetts Institute of Technology, 2004
Hyun Jung Kim, Assistant Professor
Biomedical Engineering
PhD, Yonsei University, 2005
Spyridon A Kinnas, Professor
Civil, Architectural, and Environmental Engineering
PhD, Massachusetts Institute of Technology, 1985
Kerry A Kinney, Professor
L. P. Gilvin Centennial Professorship in Civil Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of California-Davis, 1996
Mary Jo Kirisits, Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Illinois at Urbana-Champaign, 2000
Dale E Klein, Professor
Frank and Kay Reese Endowed Professorship in Engineering
Mechanical Engineering
PhD, University of Missouri - Columbia, 1977
Kara Kockelman, Professor
DeWitt C. Greer Centennial Professorship in Transportation Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of California-Berkeley, 1998
Joseph Hong Yui Koo, Lecturer
Mechanical Engineering
ScD, George Washington University, 1987
Brian A Korgel, Professor
Ernest Cockrell, Jr., Memorial Chair in Engineering
Chemical Engineering
PhD, University of California-Los Angeles, 1997
Desiderio Kovar, Professor
The BF Goodrich Endowed Professorship in Materials Engineering
Mechanical Engineering
PhD, Carnegie Mellon University, 1995
Jaydeep Prakash Kulkarni, Assistant Professor
Electrical and Computer Engineering
PhD, Purdue University Main Campus, 2009
Krishna Kumar, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Cambridge, 2015
Manish Kumar, Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Illinois at Urbana-Champaign, 2010
Kirby A Kuntz, Assistant Professor of Practice
Civil, Architectural, and Environmental Engineering
PhD, Pennsylvania State University Main Campus, 1994
Erhan Kutanoglu, Associate Professor
Mechanical Engineering
PhD, Lehigh University, 1999
Stelios Kyriakides, Professor
John Webb Jennings Chair in Engineering
PhD, University of Michigan-Ann Arbor, 2007
Moriba Jah, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Colorado at Boulder, 2005
Vijay Janapa Reddi, Adjunct Associate Professor
Electrical and Computer Engineering
PhD, Harvard University, 2010
Ning Jiang, Associate Professor
Biomedical Engineering
PhD, Georgia Institute of Technology, 2005
Lizy K John, Professor
Cullen Trust for Higher Education Endowed Professorship in Engineering #3
Electrical and Computer Engineering
PhD, Pennsylvania State University Main Campus, 1993
Blair Johnson, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, Cornell University, 2016
Keith P Johnston, Professor
M. C. (Bud) and Mary Beth Baird Endowed Chair
Chemical Engineering
PhD, University of Illinois at Urbana-Champaign, 1981
Bailey B Jones, Lecturer
Mechanical Engineering
MSME, University of Colorado at Boulder, 2002
Brandon A Jones, Assistant Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Colorado at Boulder, 2010
Miguel Jose-Yacaman, Adjunct Professor
Chemical Engineering
PhD, Nat University of Mexico, 1973
Maria Juenger, Professor
Civil, Architectural, and Environmental Engineering
PhD, Northwestern University, 1999
Christine L Julien, Professor
Annis and Jack Bowen Endowed Professorship in Engineering
Electrical and Computer Engineering
DSc, Washington University in St Louis, 2004
Ari B Kahn, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, George Mason University, 2006
Loukas F Kallivokas, Professor
Civil, Architectural, and Environmental Engineering
PhD, Carnegie Mellon University, 1995
Lynn E Katz, Professor
Hussein M. Alharthy Centennial Chair in Civil Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of Michigan-Ann Arbor, 1993
Fayez S Kazi, Assistant Professor of Practice
Civil, Architectural, and Environmental Engineering
MSE, University of Texas at Austin, 2001
Benjamin Keith Keitz, Assistant Professor
Chemical Engineering
Aerospace Engineering and Engineering Mechanics
PhD, California Institute of Technology, 1980

Larry W Lake, Professor
Shahid and Sharon Ullah Endowed Chair in Petroleum and Geosystems Engineering
Petroleum and Geosystems Engineering
PhD, Rice University, 1973

Chad Matthew Landis, Professor
M. J. Thompson Regents Professorship in Aerospace Engineering and Engineering Mechanics
Aerospace Engineering and Engineering Mechanics
PhD, University of California-Santa Barbara, 1999

Sheldon Landsberger, Professor
Robert B. Trull Chair in Engineering
Mechanical Engineering
PhD, University of Toronto, 1982

Josh Langsfeld, Lecturer
Mechanical Engineering
PhD, University of Maryland College Park, 2017

Desmond F Lawler, Professor
Nasser I. Al-Rashid Chair in Civil Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of North Carolina at Chapel Hill, 1980

Jack C Lee, Professor
Cullen Trust for Higher Education Endowed Professorship in Engineering #4
Electrical and Computer Engineering
PhD, University of California-Berkeley, 1988

Michael Joseph Lee, Lecturer
Mechanical Engineering
MA, University of Texas at Austin, 2017

Benjamin D Leibowicz, Assistant Professor
Mechanical Engineering
PhD, Stanford University, 2016

Fernanda Lustosa Leite, Associate Professor
Civil, Architectural, and Environmental Engineering
DPhil, Carnegie Mellon University, 2009

Marsha J Lewis, Lecturer
Chemical Engineering
PhD, University of Texas at Austin, 2010

Wei Li, Professor
Bob R. Dorsey Professorship in Engineering
Mechanical Engineering
PhD, University of Michigan-Ann Arbor, 1999

Kenneth M Liechti, Professor
Aerospace Engineering and Engineering Mechanics
PhD, California Institute of Technology, 1980

Howard M Lijestrand, Professor
Civil, Architectural, and Environmental Engineering
PhD, California Institute of Technology, 1980

Thomas E Lindsay, Lecturer
Aerospace Engineering and Engineering Mechanics
Biomedical Engineering
PhD, University of Texas at Austin, 2015

Yuanyue Liu, Assistant Professor
Mechanical Engineering
PhD, Rice University, 2014

Raul G Longoria, Professor
Mechanical Engineering
PhD, University of Texas at Austin, 1989

Nanshu Lu, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, Harvard University, 2009

Nathaniel Lynd, Assistant Professor
Chemical Engineering
PhD, University of Minnesota-Twin Cities, 2007

Randy B Machemehl, Professor
Nasser I. Al-Rashid Centennial Professorship in Transportation Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 1975

Raghav Mahalingam, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, Georgia Institute of Technology, 1999

David R Maidment, Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Illinois at Urbana-Champaign, 1976

Krishan A Malik, Adjunct Professor
Petroleum and Geosystems Engineering
PhD, University of Texas at Austin, 1987

Filippo Mangolini, Assistant Professor
Mechanical Engineering
PhD, Universitat Zurich, 2011

Arunugam Manthiram, Professor
Cockrell Family Regents Chair in Engineering #5
Mechanical Engineering
PhD, Indian Institute of Technology - Chennai, 1980

Lance Manuel, Professor
Texas Atomic Energy Research Foundation Professorship in Engineering
Civil, Architectural, and Environmental Engineering
PhD, Stanford University, 1993

Diana Marculescu, Professor
Motorola Regents Chair in Electrical and Computer Engineering #2,
Cockrell Family Chair for Departmental Leadership #5
Electrical and Computer Engineering
PhD, University of Southern California, 1998

Radu Marculescu, Professor
Laura Jennings Turner Chair in Engineering
Electrical and Computer Engineering
PhD, University of Southern California, 1998

Mia K Markey, Professor
Biomedical Engineering
PhD, Duke University, 2001

Ronald D Matthews, Professor
Mechanical Engineering
PhD, University of California-Berkeley, 1977

Jennifer A Maynard, Professor
Henry Beckman Professorship in Chemical Engineering
Chemical Engineering
PhD, University of Texas at Austin, 2002

Robert B McCann, Adjunct Professor
Electrical and Computer Engineering
PhD, University of Texas at Austin, 1975

Paul F McClure, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, Colorado State University, 1972

Mark W McDermott, Professor of Practice
Electrical and Computer Engineering
PhD, University of Texas at Austin, 2014

John S McLeod, Lecturer
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 2000

Mark E Mear, Professor
Aerospace Engineering and Engineering Mechanics
PhD, Harvard University, 1986

Fatima A Merchant, Adjunct Associate Professor
Biomedical Engineering
PhD, University of Texas at Austin, 1995

Robert Melancton Metcalfe, Professor
Electrical and Computer Engineering
PhD, Harvard University, 1973

Jose del R Millan, Professor
Carol Cockrell Curran Chair in Engineering
Electrical and Computer Engineering
PhD, Universitat Autonoma de Barcelona, 1992

Delia Milliron, Professor
T. Brockett Hudson Professorship in Chemical Engineering
Chemical Engineering
PhD, University of California-Berkeley, 2004

Thomas E Milner, Professor
The Joe King Professorship
Biomedical Engineering
PhD, University of Arizona, 1991

Paweł Misztal, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Edinburgh, 2010

David Mitlin, Professor
Mechanical Engineering
PhD, University of California-Berkeley, 2000

Kishore Mohanty, Professor
W. A. Monty Moncrief Centennial Chair in Petroleum Engineering, W. A. Monty Moncrief Centennial Chair in Petroleum Engineering
Petroleum and Geosystems Engineering
PhD, University of Minnesota-Duluth, 1981

Aryan Mokhtari, Assistant Professor
Electrical and Computer Engineering
PhD, University of Pennsylvania, 2017

Tessie J Moon, Professor
Mechanical Engineering
PhD, University of Illinois at Urbana-Champaign, 1989

Robert D Moser, Professor

W. A. Tex Moncrief, Jr. Chair in Computational Engineering and Sciences
Mechanical Engineering
PhD, Stanford University, 1984

Charles B Mullins, Professor
Richard B. Curran Centennial Chair in Engineering
Chemical Engineering
PhD, California Institute of Technology, 1990

Stephen P Mulva, Lecturer
Civil, Architectural, and Environmental Engineering
PhD, Georgia Institute of Technology, 2004

Juan Murcia Delso, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, University of California-San Diego, 2013

Mustafa Nail Musta, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, Southern Methodist University, 2012

Peter B Nagel, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, University of Texas at Austin, 1999

Gyorgy Zoltan Nagy, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, Swiss Federal Institute of Technology, 2011

Mohsen Nakhaeinejad, Lecturer
Mechanical Engineering
PhD, University of Texas at Austin, 2010

Vallath Nandakumar, Assistant Professor of Instruction
Electrical and Computer Engineering
PhD, University of California-Berkeley, 1990

Dean P Neikirk, Professor
Cullen Trust for Higher Education Endowed Professorship in Engineering #7
Electrical and Computer Engineering
PhD, California Institute of Technology, 1984

Richard R Neptune, Professor
Cockrell Family Chair for Departmental Leadership #4, John T. MacGuire Professorship in Mechanical Engineering
Mechanical Engineering
PhD, University of California-Davis, 1996

Quoc Phuc Nguyen, Professor
J. H. Herring Centennial Professorship in Petroleum Engineering
Petroleum and Geosystems Engineering
PhD, Delft University of Technology, 2004

Steven P Nichols, Professor
Mechanical Engineering
PhD, University of Texas at Austin, 1975

Evdokia Nikolova, Assistant Professor
Electrical and Computer Engineering
PhD, Massachusetts Institute of Technology, 2009

Adam W Nokes, Lecturer
Aerospace Engineering and Engineering Mechanics
MS, University of Colorado at Boulder, 2007

Atila Novoselac, Professor
Civil, Architectural, and Environmental Engineering
PhD, Pennsylvania State University Main Campus, 2004
Shannon B O'Brien, Assistant Professor of Instruction
Civil, Architectural, and Environmental Engineering
PhD, University of Florida, 2007
William J O'Brien, Professor
Civil, Architectural, and Environmental Engineering
PhD, Stanford University, 1998
James T O'Connor, Professor
C. T. Wells Professorship in Project Management
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 1983
J T Oden, Professor
Cockrell Family Regents Chair in Engineering #2
Aerospace Engineering and Engineering Mechanics
PhD, Oklahoma State University Main Campus, 1962
Ryosuke Okuno, Associate Professor
Petroleum and Geosystems Engineering
PhD, University of Texas at Austin, 2009
Hilary C Olson, Senior Lecturer
Petroleum and Geosystems Engineering
PhD, Stanford University, 1988
Jon E Olson, Professor
Lois K. and Richard D. Folger Leadership Chair in Petroleum and Geosystems Engineering, Frank W. Jessen Professorship in Petroleum Engineering
Petroleum and Geosystems Engineering
PhD, Stanford University, 1991
Raymond Lee Orbach, Professor
Mechanical Engineering
PhD, University of California-Berkeley, 1960
Michael E Orshansky, Professor
Electrical and Computer Engineering
PhD, University of California-Berkeley, 2001
Zhigang Pan, Professor
Engineering Foundation Endowed Professorship No. 1
Electrical and Computer Engineering
PhD, University of California-Los Angeles, 2000
Michael P Pappas, Lecturer
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 2004
Sapun Harshad Parekh, Assistant Professor
Biomedical Engineering
PhD, University of California-Berkeley, 2008
Paola Passalacqua, Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Minnesota-Twin Cities, 2009
Yale N Patt, Professor
Ernest Cockrell, Jr. Centennial Chair in Engineering
Electrical and Computer Engineering
PhD, Stanford University, 1966
Donald R Paul, Professor
Chemical Engineering
PhD, University of Wisconsin-Madison, 1965
Nicholas A Peppas, Professor
Cockrell Family Regents Chair in Engineering #6
Biomedical Engineering
Chemical Engineering
ScD, Massachusetts Institute of Technology, 1973
Daniel L Peterson, Adjunct Professor
Biomedical Engineering
MD, University of Colorado at Boulder, 1988
Michael Ray Piana, Lecturer
Chemical Engineering
MBA, University of Texas at Austin, 1978
Jean-Philip Piquemal, Adjunct Professor
Biomedical Engineering
PhD, Universite de Paris VI, Pierre et Marie Curie, 2004
Michael E Poehl, Lecturer
Chemical Engineering
MBA, University of Houston, 1988
Gary A Pope, Professor
Petroleum and Geosystems Engineering
PhD, Rice University, 1972
Emily Porter, Assistant Professor
Electrical and Computer Engineering
PhD, McGill University, 2015
Roger L Priebe, Associate Professor of Instruction
Electrical and Computer Engineering
PhD, University of Texas at Austin, 1997
Masa Prodanovic, Associate Professor
Petroleum and Geosystems Engineering
PhD, New York University, 2005
Jorge A Prozzi, Professor
Civil, Architectural, and Environmental Engineering
PhD, University of California-Berkeley, 2001
Mitchell W Pryor, Lecturer
Electrical and Computer Engineering
PhD, University of Texas at Austin, 2002
Daniel Puperi, Assistant Professor of Instruction
Biomedical Engineering
PhD, Rice University, 2016
Michael Pyrcz, Associate Professor
Petroleum and Geosystems Engineering
PhD, University of Alberta, 2004
Laxminarayan L Raja, Professor
Robert L. Parker, Sr. Centennial Professorship in Engineering
Aerospace Engineering and Engineering Mechanics
PhD, University of Texas at Austin, 1996
D'Arcy C Randall, Associate Professor of Instruction
Chemical Engineering
PhD, University of Texas at Austin, 2001
Ellen M Rathje, Professor
Janet S. Cockrell Centennial Chair in Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of California-Berkeley, 1997
Manuel Karl Rausch, Assistant Professor
Aerospace Engineering and Engineering Mechanics
PhD, Stanford University, 2013

Krishnaswa Ravi-Chandar, Professor
Temple Foundation Endowed Professorship No. 1
Aerospace Engineering and Engineering Mechanics
PhD, California Institute of Technology, 1982

Leonard F Register, Professor
J. H. Herring Centennial Professorship in Engineering Electrical and Computer Engineering
PhD, North Carolina State University, 1990

Pengyu Ren, Professor
Biomedical Engineering
PhD, University of Cincinnati Main Campus, 1999

Gary T Rochelle, Professor
Carol and Henry Groppe Professorship in Chemical Engineering Chemical Engineering
PhD, University of California-Berkeley, 1977

Gregory J Rodin, Professor
Aerospace Engineering and Engineering Mechanics
PhD, Massachusetts Institute of Technology, 1986

Adrian Rodriguez, Lecturer
Mechanical Engineering
PhD, University of Texas at Arlington, 2014

Tomas M Rodriguez, Lecturer
Civil, Architectural, and Environmental Engineering
MS, University of Texas at Austin, 2009

Adrienne M Rosales, Assistant Professor
Chemical Engineering
PhD, University of California-Berkeley, 2013

Martin G Rumbaugh, Lecturer
Civil, Architectural, and Environmental Engineering
MS, University of Texas at Austin, 1998

Ryan P Russell, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Texas at Austin, 2004

Christopher G Rylander, Associate Professor
Mechanical Engineering
PhD, University of Texas at Austin, 2005

Henry G Rylander III, Professor
Harry H. Power Professorship in Engineering Biomedical Engineering
MD, University of Texas Health Science Center at San Antonio, 1974

Marissa N Rylander, Associate Professor
Mechanical Engineering
PhD, University of Texas at Austin, 2005

Michael S Sacks, Professor
W. A. Tex Moncrief, Jr. Endowment in Simulation-Based Engineering and Sciences - Endowed Chair No. 1 Biomedical Engineering
PhD, University of Texas at Arlington, 1992

Jason Derek Sagers, Lecturer
Mechanical Engineering
PhD, University of Texas at Austin, 2012

Shelly Elese Sakiyama-Elbert, Professor
Cockrell Family Chair for Departmental Leadership #1, Fletcher Stuckey Pratt Chair in Engineering Biomedical Engineering
PhD, Universita degli Studi di Palermo, 2007

Navid Saleh, Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, Carnegie Mellon University, 2007

Sujay Sanghavi, Associate Professor
Electrical and Computer Engineering
PhD, University of Illinois at Urbana-Champaign, 2006

Gabriel Sanoja Lopez, Assistant Professor
Chemical Engineering
PhD, University of California-Berkeley, 2016

Pedro Enrique Santacruz, Assistant Professor of Instruction
Electrical and Computer Engineering
PhD, Rice University, 2013

Samantha Rose Santacruz, Assistant Professor
Biomedical Engineering
PhD, Rice University, 2014

Surya Santoso, Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 1996

Philip S Schmidt, Professor
Mechanical Engineering
PhD, Stanford University, 1969

Michael J Schnieders, Harrington Faculty Fellow
Biomedical Engineering
DSc, Washington University in St Louis, 2007

Carolyn Conner Seepersad, Professor
J. Mike Walker Professorship in Mechanical Engineering Mechanical Engineering
PhD, Georgia Institute of Technology, 2004

Polina Sela, Assistant Professor
Civil, Architectural, and Environmental Engineering
PhD, Technion-Israel Institute of Technology, 2011

Luis Sentis, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, Stanford University, 2007

Kamy Sepehmoori, Professor
Petroleum and Geosystems Engineering
PhD, University of Texas at Austin, 1977

Sanjay Shakkottai, Professor
Temple Foundation Endowed Professorship No. 3
Electrical and Computer Engineering
PhD, University of Illinois at Urbana-Champaign, 2002

Shyam Shankar, Assistant Professor
Electrical and Computer Engineering
PhD, Princeton University, 2010

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Mukul M Sharma, Professor
W. A. Tex Moncrief, Jr. Centennial Chair in Petroleum Engineering
Petroleum and Geosystems Engineering
PhD, University of Southern California, 1985

Li Shi, Professor
Temple Foundation Endowed Professorship No. 4
Mechanical Engineering
PhD, University of California-Berkeley, 2000

Gurpreet Singh, Lecturer
Aerospace Engineering and Engineering Mechanics
Biomedical Engineering
PhD, University of Texas at Austin, 2014

Jayant Sirohi, Associate Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Maryland College Park, 2002

Richard W Smalling, Adjunct Professor
Biomedical Engineering
PhD, University of Texas Health Science Center at Houston, 1977

Daniel Richard Smith, Specialist
Mechanical Engineering
AAS, Austin Community College, 2016

Mark J T Smith, Professor
Electrical and Computer Engineering
PhD, Georgia Institute of Technology, 1984

Michael H Smolensky, Adjunct Professor
Biomedical Engineering
PhD, University of Illinois at Urbana-Champaign, 1971

Konstantin V Sokolov, Adjunct Associate Professor
Biomedical Engineering
PhD, Moscow State University, 1992

David Soloveichik, Assistant Professor
Electrical and Computer Engineering
PhD, California Institute of Technology, 2008

Wen Song, Assistant Professor
Petroleum and Geosystems Engineering
MS, University of Toronto, 2014

Gerald E Speitel Jr, Professor
C. W. Cook Professorship in Environmental Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of North Carolina at Chapel Hill, 1985

S V Sreenivasan, Professor
Joe C. Walter, Jr. Chair in Engineering
Mechanical Engineering
PhD, Ohio State U Main Campus, 1994

Jeanne Casstevens Stachowiak, Associate Professor
Biomedical Engineering
PhD, University of California-Berkeley, 2008

Mark A Stadther, Research Professor
Chemical Engineering
PhD, University of Wisconsin-Madison, 1976

Wesley W Stidham, Assistant Professor of Practice
Civil, Architectural, and Environmental Engineering
BSME, University of Texas at Austin, 1995

Kenneth H Stokoe II, Professor
Jennie C. and Milton T. Graves Chair in Engineering
Civil, Architectural, and Environmental Engineering
PhD, University of Michigan-Ann Arbor, 1972

Venkat Subramanian, Professor
Mechanical Engineering
PhD, University of South Carolina - Columbia, 2001

Laura J Suggs, Professor
T. U. Taylor Professorship in Engineering
Biomedical Engineering
PhD, Rice University, 1998

Brian R Sullivan, Professor of Practice
Petroleum and Geosystems Engineering
J D, University of Texas at Austin, 1980

James Samuel Sulzer, Assistant Professor
Mechanical Engineering
PhD, Northwestern University, 2009

Nan Sun, Associate Professor
Electrical and Computer Engineering
PhD, Harvard University, 2011

Saikishan Suryanarayanan, Lecturer
Aerospace Engineering and Engineering Mechanics
PhD, Jawaharlal Nehru University, 2015

Earl E Swartzlander Jr, Professor
Electrical and Computer Engineering
PhD, University of Southern California, 1972

Steve Swinnea, Lecturer
Chemical Engineering
PhD, University of Texas at Austin, 1981

Eric M Taleff, Professor
Mechanical Engineering
PhD, Stanford University, 1995

Jon I Tamir, Assistant Professor
Electrical and Computer Engineering
PhD, University of California-Berkeley, 2018

Takashi Tanaka, Assistant Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Illinois at Urbana-Champaign, 2012

Byron D Tapley, Research Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Texas at Austin, 1960

Mehran Tehrani, Assistant Professor
Mechanical Engineering
PhD, Virginia Polytechnic Institute and State University, 2012

Nina K Telang, Associate Professor of Instruction
Electrical and Computer Engineering
PhD, University of Notre Dame, 1995

Vivek Telang, Lecturer
Electrical and Computer Engineering
PhD, University of Notre Dame, 1991

David W Terreson, Adjunct Associate Professor
Biomedical Engineering
MD, University of Mississippi Medical Center, 1986
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Institution</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahmed Hossam Tewfik</td>
<td>Professor</td>
<td>Cockrell Family Regents Chair for Engineering</td>
<td>Massachusetts Institute of Technology</td>
<td>1987</td>
</tr>
<tr>
<td>C Michael Walton, Jr.</td>
<td>Professor</td>
<td>Electrical and Computer Engineering</td>
<td>Massachusetts Institute of Technology</td>
<td>2004</td>
</tr>
<tr>
<td>Andrea Lockerd Thomaz</td>
<td>Associate Professor</td>
<td>Electrical and Computer Engineering</td>
<td>Massachusetts Institute of Technology</td>
<td>2006</td>
</tr>
<tr>
<td>Edison Thomaz, Jr.</td>
<td>Assistant Professor</td>
<td>Electrical and Computer Engineering</td>
<td>Georgia Institute of Technology</td>
<td>2016</td>
</tr>
<tr>
<td>Mohit Tiwari, Associate Professor</td>
<td>Electrical and Computer Engineering</td>
<td>University of California-Santa Barbara</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Ufuk Topcu</td>
<td>Assistant Professor</td>
<td>Aerospace Engineering and Engineering Mechanics</td>
<td>California-Berkeley</td>
<td>2008</td>
</tr>
<tr>
<td>Carlos Torres-Verdin</td>
<td>Professor</td>
<td>Petroleum and Geosystems Engineering</td>
<td>University of California-Berkeley</td>
<td>1991</td>
</tr>
<tr>
<td>Thomas M Truskett,</td>
<td>Professor</td>
<td>Chemical Engineering</td>
<td>Princeton University</td>
<td>2001</td>
</tr>
<tr>
<td>James W Tunnell, associate Prof.</td>
<td>Biomedical Engineering</td>
<td>PhD, Rice University</td>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>David Paul Tuttle,</td>
<td>Lecturer</td>
<td>Mechanical Engineering</td>
<td>University of Texas at Austin</td>
<td>2015</td>
</tr>
<tr>
<td>Emanuel Tutuc</td>
<td>Professor</td>
<td>Electrical and Computer Engineering</td>
<td>Princeton University</td>
<td>2004</td>
</tr>
<tr>
<td>Jonathan W Valvano</td>
<td>Professor</td>
<td>Electrical and Computer Engineering</td>
<td>Massachusetts Institute of Technology</td>
<td>1981</td>
</tr>
<tr>
<td>Eric van Oort</td>
<td>Professor</td>
<td>Petroleum and Geosystems Engineering</td>
<td>University of Amsterdam</td>
<td>1990</td>
</tr>
<tr>
<td>Leon W Vanstone</td>
<td>Lecturer</td>
<td>Aerospace Engineering and Engineering Mechanics</td>
<td>Imperial College London</td>
<td>2015</td>
</tr>
<tr>
<td>Philip L Varghese</td>
<td>Professor</td>
<td>Aerospace Engineering and Engineering Mechanics</td>
<td>Stanford University</td>
<td>1983</td>
</tr>
<tr>
<td>Haris Vikalo, Associate Professor</td>
<td>Electrical and Computer Engineering</td>
<td>PhD, Stanford University</td>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>Sriram Vishwanath, Professor</td>
<td>Electrical and Computer Engineering</td>
<td>PhD, Stanford University</td>
<td>2004</td>
<td></td>
</tr>
<tr>
<td>Randi G Voss, Lecturer</td>
<td>Mechanical Engineering</td>
<td>PhD, University of Texas at Austin</td>
<td>1995</td>
<td></td>
</tr>
<tr>
<td>C Michael Walton, Professor</td>
<td>Accenture Endowed Professorship in Manufacturing Systems Engineering</td>
<td>PhD, University of Texas at Austin</td>
<td>2007</td>
<td></td>
</tr>
<tr>
<td>Yaguo Wang, Assistant Professor</td>
<td>Mechanical Engineering</td>
<td>PhD, Purdue University Main Campus</td>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>Jamie Warner, Professor</td>
<td>Hayden Head Centennial Professorship</td>
<td>Mechanical Engineering</td>
<td>University of Queensland</td>
<td>2005</td>
</tr>
<tr>
<td>Michael Webber, Professor</td>
<td>Josey Centennial Professorship in Energy Resources Mechanical Engineering</td>
<td>PhD, Stanford University</td>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>Charles J Werth, Professor</td>
<td>Bettie Margaret Smith Chair in Environmental Health Engineering Civil, Architectural, and Environmental Engineering</td>
<td>PhD, Stanford University</td>
<td>1997</td>
<td></td>
</tr>
<tr>
<td>Heidi R Westerfield Ross, Lecturer</td>
<td>Civil, Architectural, and Environmental Engineering</td>
<td>MSCE, University of Texas at Austin</td>
<td>1993</td>
<td></td>
</tr>
<tr>
<td>Mary F Wheeler, Professor</td>
<td>Ernest and Virginia Cockrell Chair in Engineering Aerospace Engineering and Engineering Mechanics</td>
<td>PhD, Ohio State University</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>Karen E Willcox, Professor</td>
<td>Peter O'Donnell, Jr. Centennial Chair in Computing Systems, W.A. Tex Moncrief, Jr. Endowment in Simulation-Based Engineering and Sciences - Endowed Chair No. 5, Peter and Edith O'Donnell Distinguished Chair at ICES Aerospace Engineering and Engineering Mechanics</td>
<td>PhD, Massachusetts Institute of Technology</td>
<td>2000</td>
<td></td>
</tr>
<tr>
<td>Eric Williamson, Professor</td>
<td>Civil, Architectural, and Environmental Engineering</td>
<td>PhD, University of Illinois at Urbana-Champaign</td>
<td>1996</td>
<td></td>
</tr>
<tr>
<td>Preston S Wilson,</td>
<td>Professor</td>
<td>Mechanical Engineering</td>
<td>University of Texas at Austin</td>
<td>2022</td>
</tr>
</tbody>
</table>
Paul D. and Betty Robertson Meek Centennial Professorship in Engineering
Mechanical Engineering
PhD, Boston University, 2002

Billy H Wood, Senior Lecturer
Mechanical Engineering
MArch, Texas A & M University, 1977

Sharon L Wood, Professor
Cockrell Family Chair in Engineering #14, Jack and Beverly Randall Dean's Chair for Excellence in Engineering, Cockrell Family Dean's Chair in Engineering Excellence, Dean's Chair for Excellence in Engineering Civil, Architectural, and Environmental Engineering
PhD, University of Illinois at Urbana-Champaign, 1986

Tracy A Wuster, Assistant Professor of Instruction
Electrical and Computer Engineering
PhD, University of Texas at Austin, 2011

Chong Xie, Adjunct Associate Professor
Biomedical Engineering
PhD, Stanford University, 2011

Ying Xu, Adjunct Associate Professor
Civil, Architectural, and Environmental Engineering
PhD, Virginia Polytechnic Institute and State University, 2009

Thomas Yankeelov, Professor
W. A. Tex Moncrief, Jr. Chair in Computational Engineering and Sciences IV - Computational Oncology, W. A. Tex Moncrief, Jr. Chair in Computational Engineering and Sciences IV - Computational Oncology Biomedical Engineering
PhD, State University of New York at Stony Brook, 2003

Hsin-Chih Yeh, Associate Professor
Biomedical Engineering
PhD, Johns Hopkins University, 2008

Ramesh Yerraballi, Professor of Instruction
Electrical and Computer Engineering
PhD, Old Dominion University, 1996

Ali E Yilmaz, Professor
Electrical and Computer Engineering
PhD, University of Illinois at Urbana-Champaign, 2005

Edward T Yu, Professor
Judson S. Swearingen Regents Chair in Engineering Electrical and Computer Engineering
PhD, California Institute of Technology, 1991

Guilhua Yu, Associate Professor
Mechanical Engineering
PhD, Harvard University, 2009

Ramin Zanbaghi, Lecturer
Electrical and Computer Engineering
PhD, Oregon State University, 2011

Renato Zanetti, Assistant Professor
Aerospace Engineering and Engineering Mechanics
PhD, University of Texas at Austin, 2007

Zhanmin Zhang, Professor
Civil, Architectural, and Environmental Engineering
PhD, University of Texas at Austin, 1996

Yuebing Zheng, Associate Professor
Mechanical Engineering
PhD, Pennsylvania State University Park, 2010

Jianshi Zhou, Research Professor
Mechanical Engineering
PhD, Northeast Normal University, 1991

Lei Zhou, Assistant Professor
Mechanical Engineering
SM, Massachusetts Institute of Technology, 2014

Janeta Zoldan, Assistant Professor
Biomedical Engineering
PhD, Technion-Israel Institute of Technology, 2004

Gregory R Zwernemann, Professor
Aerospace Engineering and Engineering Mechanics
MS, University of Texas at Austin, 1978

College of Fine Arts Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Peter E Abrami, Lecturer
Art and Art History
MFA, University of Texas at Austin, 2015

Beverly D Acha, Assistant Professor
Art and Art History
MFA, Yale University, 2012

Nanette Acosta, Assistant Professor of Practice
Theatre and Dance
BFA, DePaul University, 1990

Christopher Q Adejumo, Associate Professor
Art and Art History
PhD, Ohio State U Main Campus, 1997

Donnie R Albert, Senior Lecturer
Music
MM, Southern Methodist University, 1975

Megan Alrutz, Associate Professor
Theatre and Dance
MFA, University of Illinois at Urbana-Champaign, 2009

Gregory D Allen, Professor
Music
MM, Peabody Institute of Johns Hopkins University, 1972
MFA, Temple University, 2002
Ryan S Anthony, Visiting Professor
Music
MM, Cleveland Institute of Music, 1993
Kevin Jeffrey Auer, Lecturer
Design and Creative Technologies
MA, University of Texas at Austin, 2009
Michael Avila, Assistant Professor of Instruction
Theatre and Dance
MA, University of Houston, 2014
Nicole Awai, Assistant Professor
Art and Art History
MFA, University of South Florida, 1996
Adam Miller Batteau Baglereau, Lecturer
Theatre and Dance
MFA, University of Exeter, 2012
Christina Bain, Associate Professor
Art and Art History
PhD, University of Georgia, 2001
Annie N Baker, Associate Professor of Practice
Theatre and Dance
MFA, City University of New York Brooklyn College, 2009
Michael Baker, Assistant Professor of Practice
Design and Creative Technologies
MFA, University of Maryland Baltimore County, 2001
Jean J Barrera, Specialist
Music
HS/GED, , 1970
Alexandra Bassett, Lecturer
Theatre and Dance
MFA, Columbia University in the City of New York, 2014
Alyson Beaton, Assistant Professor of Practice
Design and Creative Technologies
MFA, School of the Art Institute of Chicago, 2003
Andrea P Beckham, Associate Professor of Practice
Theatre and Dance
BA, University of Texas at Austin, 1986
Ronald Berry Jr, Lecturer
Theatre and Dance
BA, Earlham College and Earlham School of Religion, 1995
Cristobal Blanchi Geisse, Lecturer
PhD, University of London, 2011
Alexander Birchler, Associate Professor of Practice
Art and Art History
MFA, Nova Scotia College of Art and Design, 1992
Audrey D Blood, Lecturer
Art and Art History
MFA, Rhode Island School of Design, 2018
William Bloodgood, Associate Professor of Practice
Theatre and Dance
MFA, Pennsylvania State University Park, 1990
Mara Blumenfeld, Lecturer
Theatre and Dance
BS, Northwestern University, 1992
Paul E Bolin, Professor
Art and Art History
PhD, University of Oregon, 1986
Paul A Bonin, Associate Professor
Theatre and Dance
PhD, University of Texas at Austin, 2006
Delia Tovar Botbol, Lecturer
Music
BA, University of Texas at Austin, 1995
Penny Rae-sunshine Brandt, Lecturer
Music
PhD, University of Connecticut, 2017
Joel Braun, Associate Professor
Music
MM, The Juilliard School, 2007
Troy D Brauntuch, Professor
Art and Art History
BFA, California Institute of the Arts, 1975
Nathaniel O Brickens, Professor
Music
DMA, University of Texas at Austin, 1989
Andrew A Brownell, Assistant Professor
Music
DMA, Guildhall School of Music and Drama, 2010
Jason B Buchanan, Lecturer
Theatre and Dance
MFA, University of Texas at Austin, 2005
James W Buhler, Professor
Music
PhD, University of Pennsylvania, 1996
Chelsea Burns, Assistant Professor
Music
PhD, University of Chicago, 2016
Thomas A Burritt, Professor
Music
DMA, Northwestern University, 2000
William S Bussey, Lecturer
Theatre and Dance
BFA, University of Wisconsin-Milwaukee, 1983
William M Byrne, Lecturer
Design and Creative Technologies
MFA, School of Visual Arts, 2001
Miguel Campinho, Assistant Professor of Practice
Music
DMA, University of Hartford, 2015
Katherine Canales, Distinguished Senior Lecturer
Design and Creative Technologies
BS, Stanford University, 2002
Charlotte Canning, Professor
Frank C. Erwin, Jr. Centennial Professorship in Drama
Theatre and Dance
PhD, University of Washington - Seattle, 1991
Sarah A Canright, Associate Professor of Practice
Art and Art History
BFA, School of the Art Institute of Chicago, 1964
Carlos A Capra, Lecturer
Music
DMA, University of Texas at Austin, 1999
Andrew I Carlson, Assistant Professor of Instruction
Theatre and Dance
PhD, University of Illinois at Urbana-Champaign, 2011
Laquetta L Carpenter, Assistant Professor
Theatre and Dance
MFA, Pennsylvania State University Park, 2007
Charles Daniel Carson, Associate Professor
Music
PhD, University of Pennsylvania, 2008
Kate Catterall, Associate Professor
Design and Creative Technologies
MA, Glasgow School of Art, 1992
Edward Chambers, Professor
Art and Art History
PhD, University of London, 1998
Stacey H Chang, Professor of Practice
Design and Creative Technologies
MS, Stanford University, 1998
Michael J Charlesworth, Professor
Art and Art History
PhD, The University of Kent, 1990
Lee R Chesney III, Associate Professor
Art and Art History
MFA, Indiana University at Bloomington, 1972
Daniel Ching, Associate Professor of Practice
Music
MMus, Cleveland Institute of Music, 1998
Barbara Chisholm, Lecturer
Theatre and Dance
BFA, The Catholic University of America, 1984
John R Clarke, Professor
Annie Laurie Howard Regents Professorship in Fine Arts
Art and Art History
PhD, Yale University, 1973
Rusty Cloyes, Associate Professor of Practice
Theatre and Dance
MFA, University of Texas at Austin, 2005
David S Cohen, Assistant Professor of Practice
Design and Creative Technologies
BFA, University of the Arts, 1997
Shavonne T Coleman, Lecturer
Theatre and Dance
MFA, Eastern Michigan University, 2017
Tyler James Coleman, Lecturer
Design and Creative Technologies
BA, University of Advancing Technology, 2012
Eric Joseph Colleary, Lecturer
Theatre and Dance
PhD, University of Minnesota-Twin Cities, 2014
Jose Colucci Jr, Associate Professor of Practice
Design and Creative Technologies
PhD, Universidade de Sao Paulo, 1996
Leah Cox, Associate Professor
Theatre and Dance
MFA, Hollins University, 2014
Jeremy L Cudd, Assistant Professor of Practice
Theatre and Dance
MFA, Pennsylvania State University Park, 2007
Erin Michaela Cunningham, Assistant Professor of Practice
Art and Art History
MFA, University of Texas at Austin, 2007
Tina Marie Curran, Assistant Professor of Practice
Theatre and Dance
PhD, New York University, 2010
Clarke Stuart Curtis, Lecturer
Art and Art History
MFA, Clemson University, 2009
Mary Madge Darlington, Lecturer
Theatre and Dance
MFA, University of Texas at Austin, 2004
Neal A Daugherty, Associate Professor of Practice
Design and Creative Technologies
MFA, Louisiana State University and Agricultural and Mechanical College, 1996
Penelope J Davies, Professor
Art and Art History
PhD, Yale University, 1994
Brooke M Davis, Lecturer
Design and Creative Technologies
MA, Purdue University Main Campus, 2004
Christin Sawyer Davis, Assistant Professor of Practice
Theatre and Dance
MFA, American Conservatory Theater, 2007
Eden R Davis, Lecturer
Music
JD, Baylor University, 1978
Natalie A Davison, Lecturer
Design and Creative Technologies
BA, Georgia State University, 1993
Kathryn M Dawson, Associate Professor
Theatre and Dance
MFA, University of Texas at Austin, 2006
Paul Deemer, Specialist
Music
MM, University of Miami, 2010
Andrew F Dell'Antonio, Professor
Music
Douglas J Dempster, Professor 
PhD, University of California-Berkeley, 1991

Effie Marie Cain Regents Chair in Fine Arts, The Marie and Joseph D. Jamail, Sr. Regents Professorship in Fine Arts 
Theatre and Dance

Robert A Desimone, Professor 
PhD, University of North Carolina at Chapel Hill, 1983

Eric S Dienstfrey, Lecturer 
Music
PhD, University of Wisconsin-Madison, 2018

Steven Dietz, Professor 
Theater for Youth Chair 
Theatre and Dance 
BA, University of Northern Colorado, 1980

Lucas Dimick, Lecturer 
Design and Creative Technologies 
MFA, School of the Art Institute of Chicago, 2008

Franchelle Dorn, Professor 
Virginia L. Murchison Regents Professorship in Fine Arts 
Theatre and Dance 
MFA, Yale University, 1975

Lara Rose Dossett, Assistant Professor of Instruction 
Theatre and Dance 
MFA, University of Texas at Austin, 2014

Lucien Douglas, Associate Professor 
Theatre and Dance 
PhD, Michigan State University, East Lansing, 1996

Eric A Drott, Associate Professor 
Music 
PhD, Yale University, 2001

Robert A Duke, Professor 
Marlene and Morton Meyerson Centennial Professorship in Music 
Music 
PhD, Florida State University, 1983

Rachel N Durkin-Drga, Lecturer 
Theatre and Dance 
MFA, University of Illinois at Urbana-Champaign, 1991

John E Durst, Assistant Professor of Practice 
Art and Art History 
MFA, Yale University, 2016

Gregory Eaton, Lecturer 
Music 
BMus, University of Redlands, 1983

William A Edwards, Assistant Professor of Practice 
Music 
MM, University of Texas at Austin, 1989

Jeff W Ellinger, Lecturer 
Theatre and Dance 
BA, University of Texas at Austin, 1977

Elizabeth Engelman, Lecturer 
Theatre and Dance
BM, Boston University, 1986
Sophia Gilmson, Associate Professor
Music
Diploma (Artist), Saint Petersburg State Conservatory, 1973
Joshua T Gindele, Associate Professor of Practice
Music
BMus, The Juilliard School, 2000
Erica Lynn Gionfriddo, Lecturer
Theatre and Dance
BFA, Shenandoah University, 2006
Andrea Giunta, Adjunct Professor
Art and Art History
PhD, University of Buenos Aires, 2001
James J Glavan, Professor
David Bruton, Jr. Regents Professorship in Fine Arts
Theatre and Dance
MA, Kent State University Main Campus, 1984
Carma Ryanne Gorman, Associate Professor
Design and Creative Technologies
PhD, University of California-Berkeley, 1998
Donald J Grantham, Professor
Frank C. Erwin, Jr. Centennial Professorship in Music
Music
DMA, University of Southern California, 1980
Andrea Grapko, Lecturer
Theatre and Dance
PhD, University of Colorado at Boulder, 2005
Kelcey C Gray, Assistant Professor of Practice
Design and Creative Technologies
MFA, Maryland Institute College of Art, 2013
Julia E Guernsey, Professor
Art and Art History
PhD, University of Texas at Austin, 1997
Jonathan F Gunn, Assistant Professor
Music
MM, Duquesne University, 1997
Joel J Guzman, Specialist
Music
HS/GED, , 1974
Michelle Habbeck, Associate Professor
Theatre and Dance
MFA, Northwestern University, 1996
Scott S Hanna, Associate Professor of Practice
Music
DMA, University of Texas at Austin, 1999
Robert S Hatten, Professor
Marlene and Morton Meyerson Professorship in Music
Music
PhD, Indiana University at Bloomington, 1982
Donalyn Heise, Visiting Associate Professor
Art and Art History
EdD, Nova Southeastern University, 2001
Jeffrey L Hellmer, Professor
Priscilla Pond Flawn Regents Professorship in Organ or Piano
Performance
Music
MM, University of Rochester, 1983
Linda D Henderson, Professor
Art and Art History
PhD, Yale University, 1975
Gregory A Hervey, Lecturer
Design and Creative Technologies
BA, University of Texas at Austin, 1989
David Russell Hickman, Visiting Professor
Music
MM, Wichita State University, 1974
Megan L Hildebrandt, Associate Professor of Practice
Art and Art History
MFA, University of South Florida, 2012
Merideth M Hillbrand, Lecturer
Art and Art History
MFA, University of California-Riverside, 2019
Matthew G Hinsley, Lecturer
DMA, University of Texas at Austin, 2003
Joan A Holladay, Professor
Art and Art History
PhD, Brown University, 1982
Adam Holzman, Professor
Parker C. Fielder Regents Professorship in Music
Music
MM, Florida State University, 1984
Cam A Houser, Lecturer
Design and Creative Technologies
MBA, University of Texas at Austin, 2010
Teresa Hubbard, Professor
William and Bettye Nowlin Endowed Professorship in Photography
Art and Art History
MFA, Nova Scotia College of Art and Design, 1992
Patrick Hughes, Associate Professor
Music
MMus, University of Wisconsin-Madison, 1988
Jared C Huke, Lecturer
Design and Creative Technologies
BFA, University of Texas at Austin, 2002
Richard Livingstone Huntley, Lecturer
Music
MM, Manhattan School of Music, 2004
Richard M Isackes, Professor
Joanne Sharp Crosby Regents Chair in Design and Technology
Theatre and Dance
MFA, Carnegie Mellon University, 1975
Branden Jacobs-Jenkins, Associate Professor of Practice
Theatre and Dance
MA, New York University, 2007
Kristin Wolfe Jensen, Professor
Music
MM, The Juilliard School, 1991

Ann C Johns, Distinguished Senior Lecturer
Art and Art History
PhD, University of Texas at Austin, 2000

Megan Laura Johns, Assistant Professor of Practice
Design and Creative Technologies
MTech, Carnegie Mellon University, 2013

J E Johnson, Lecturer
Theatre and Dance
BA, Bethel College, 1996

Annie May Johnston, Lecturer
Art and Art History
MFA, University of Texas at Austin, 2016

Jerry F Junkin, Professor
Vincent R. and Jane D. DiNino Chair for Director of Bands
Music
MMus, University of Texas at Austin, 1979

Calder G Kamin, Lecturer
BFA, Kansas City Art Institute, 2009

Ryan S Kelly, Assistant Professor of Practice
Music
DMA, University of Texas at Austin, 2014

Farkhad Khudyev, Assistant Professor
Music
MM, Yale University, 2010

Douglas Kinney, Lecturer
Music
HS/GED, 1986

Mark Kovitya, Lecturer
Art and Art History
MFA, University of Texas at Austin, 2019

Renee Lai, Lecturer
Art and Art History
MFA, University of Texas at Austin, 2019

Sadie M Langenkamp, Lecturer
Theatre and Dance
BA, Southwestern University, 2009

Yuliya Lanina, Assistant Professor of Practice
Design and Creative Technologies
MFA, City University of New York Hunter College, 2010

John C Largess, Associate Professor of Practice
Music
BA, Yale University, 1995

Sam Lavigne, Assistant Professor
Design and Creative Technologies
MPS, New York University, 2015

Delaine E Leonard, Senior Lecturer
Music
MMus, University of Texas at Austin, 1984

Janice Leoshko, Associate Professor
Art and Art History
PhD, Ohio State U Main Campus, 1987

Lana L Lesley, Lecturer
Theatre and Dance
BA, University of Texas at Austin, 1991

Brian D Lewis, Professor
David and Mary Winton Green Chair in String Performance and Pedagogy
Music
MM, The Juilliard School, 1993

Hannah Lewis, Assistant Professor
Music
PhD, Harvard University, 2014

William L Lewis, Professor
Music
BM, Texas Christian University, 1967

Caroline S Liem, Lecturer
Theatre and Dance
MFA, University of Illinois at Urbana-Champaign, 1996

Samuel M Lipman, Lecturer
Design and Creative Technologies
MM, University of Texas at Austin, 2017

Beili Liu, Professor
Art and Art History
MFA, University of Michigan-Ann Arbor, 2003

Sondra Lomax, Lecturer
Theatre and Dance
MFA, York College, 1979

Doreen Lorenzo, Professor of Practice
Design and Creative Technologies
MS, Boston University, 1981

Kristin Lucas, Assistant Professor
Art and Art History
MFA, Stanford University, 2006

Kirk E Lynn, Associate Professor
Theatre and Dance
MFA, University of Texas at Austin, 2004

Alison Maggart Butler, Assistant Professor of Instruction
Music
PhD, University of Southern California, 2017

Karen L Maness, Lecturer
Theatre and Dance
BA, Whittier College, 1995

Christopher Martin, Visiting Professor
Music
BM, University of Rochester, 1997

Michael J Martin, Visiting Associate Professor
Music
MM, Northwestern University, 2008

Carra E Martinez, Lecturer
Theatre and Dance
PhD, University of Minnesota-Twin Cities, 2017

Gesel Mason, Associate Professor
Theatre and Dance
MFA, University of Colorado at Boulder, 2013

Earnest Mazique, Lecturer
Theatre and Dance
MA, Emerson College, 2006
Kathryn Kelley McCarthy, Lecturer
Art and Art History
MFA, City University of New York Hunter College, 2018
Richard E McMaster, Assistant Professor of Practice
Art and Art History
MFA, Arizona State University Main, 2008
Joe Meersman, Lecturer
Design and Creative Technologies
BFA, University of Illinois at Urbana-Champaign, 2002
Zachary Richard Meisner, Assistant Professor of Practice
Art and Art History
MFA, University of Texas at Austin, 2017
John R Mills, Professor
Music
DMA, University of Texas at Austin, 1998
Caroline Westbrook Moore, Lecturer
Music
PhD, University of Texas at Austin, 2017
Robin D Moore, Professor
Music
PhD, University of Texas at Austin, 1995
Cynthia C Morrow, Assistant Professor of Practice
Music
DMA, Ohio State U Main Campus, 1989
James M Morrow Jr, Associate Professor
Music
DMA, University of Texas at Austin, 1996
Joel D Mott, Lecturer
Music
PhD, University of Texas at Austin, 2018
Stephennie Mulder, Associate Professor
Art and Art History
PhD, University of Pennsylvania, 2008
Karen Patricia Munnelly, Assistant Professor of Instruction
MA, Florida State University, 2005
Elisabeth R Murphy, Assistant Professor of Instruction
Art and Art History
MAEd, Texas Tech University, 2008
Julianna E Murphy, Lecturer
Design and Creative Technologies
BInDsn, North Carolina State University, 2015
Roger E Myers, Professor
Music
MM, University of Southern California, 1992
Luise Nardini, Associate Professor
Music
PhD, Universita degli Studi di Roma La Sapienza, 2001
Anton Nel, Professor
Joe R. & Teresa Lozano Long Chair in Piano
Music
MMus, University of Cincinnati Main Campus, 1984
Adele E Nelson, Assistant Professor
Art and Art History
PhD, New York University, 2012
Christopher D Norman, Assistant Professor of Practice
Design and Creative Technologies
BFA, Ringling School of Art and Design, 2008
Joel David Ockerman, Lecturer
Music
DMA, University of Texas at Austin, 2019
Moyosore Benjamin Okediji, Professor
Art and Art History
PhD, University of Wisconsin Colleges, 1995
Guido Olivieri, Associate Professor of Instruction
Music
PhD, University of California-Santa Barbara, 2005
Sven Ortel, Assistant Professor of Practice
Design and Creative Technologies
Theatre and Dance
BA, Rose Bruford College of Theatre and Performance, 2001
Isaac M Oster, Lecturer
Design and Creative Technologies
MS, University of Central Florida, 2007
Francie Ostrower, Professor
Theatre and Dance
PhD, Yale University, 1991
Dorothy Oshea Overbey, Assistant Professor of Practice
Theatre and Dance
BFA, Southern Methodist University, 1999
Christopher J Ozley, Lecturer
Design and Creative Technologies
DMA, University of Texas at Austin, 2018
Verena N Paepcke-Hjeltness, Associate Professor of Practice
Design and Creative Technologies
MFA, The Ohio State University Main Campus, 2003
Stephen C Page, Associate Professor
Music
DMA, University of Iowa, 2011
Athanasio Papalexandrou, Associate Professor
Art and Art History
PhD, Princeton University, 1998
Jiwon Park, Assistant Professor
Design and Creative Technologies
MFA, Rhode Island School of Design, 2013
Andrew A Parker, Assistant Professor
Music
DMA, University of Michigan-Ann Arbor, 2009
Bryan J Parkhurst, Harrington Faculty Fellow
Music
PhD, University of Michigan-Ann Arbor, 2014
Chia Patino, Associate Professor of Practice
Music
DMA, Indiana University at Bloomington, 2008
Sara L Paul, Lecturer
Theatre and Dance
BA, University of Texas at Austin, 2012

Suzanne M Pence, Associate Professor
Music
DMA, University of Missouri - Kansas City, 1992

Monica Penick, Associate Professor
Design and Creative Technologies
PhD, University of Texas at Austin, 2007

Bruce W Pennycook, Professor
Design and Creative Technologies
Music
DMA, Stanford University, 1978

Carolina Perez, Assistant Professor of Practice
Design and Creative Technologies
Theatre and Dance
MFA, University of North Carolina School of the Arts, 2008

Jose Manuel Perez, Lecturer
Design and Creative Technologies
MFA, University of Texas at Austin, 2015

Bogdan P Perzynski, Professor
Art and Art History
MFA, Poznan Academy of Fine Arts, 1979

Russell Podgorsek, Lecturer
Music
DMA, University of Texas at Austin, 2013

Mary Ellen Poole, Professor
Florence Thelma Hall Centennial Chair in Music
Music
PhD, University of Illinois at Urbana-Champaign, 1994

Brant Pope, Professor
Z. T. Scott Family Chair in Drama
Theatre and Dance
PhD, Michigan State University, East Lansing, 2003

Peter B Protzmann, Lecturer
Design and Creative Technologies
MA, University of Kansas Main Campus, 2005

Robert Ramirez, Associate Professor
Theatre and Dance
MFA, University of Delaware, 1995

Justin Rankin, Lecturer
Design and Creative Technologies
AS, Art Institute of Dallas, 2004

Susan W Rather, Professor
Art and Art History
PhD, University of Delaware, 1986

Ann M Reynolds, Associate Professor
Art and Art History
PhD, City University of New York Graduate Center, 1993

Timothy D Rogers, Lecturer
MA, University of Maryland Baltimore, 2012

Rebecca Rossen, Associate Professor
Theatre and Dance
PhD, Northwestern University, 2006

Rick E Rowley, Associate Professor of Practice
Music
HS/GED, 1973

Jami Rudofsky, Lecturer
Theatre and Dance
BFA, University of California-Los Angeles, 1994

Astrid Runggaldier, Assistant Professor of Instruction
Art and Art History
PhD, Boston University, 2009

Janice Lynch Ryan, Professor of Practice
Design and Creative Technologies
BBA, Baylor University, 1977

Michael D Sailors, Lecturer
Music
DMA, University of Texas at Austin, 2013

Wayne W Salzmann II, Specialist
Music
MM, University of Texas at Austin, 2010

KJ Sanchez, Associate Professor
Theatre and Dance
MFA, University of California-San Diego, 1992

Tamara Sanikidze, Associate Professor of Practice
Music
DMA, University of Maryland College Park, 2010

Bruce A Saunders, Lecturer
Music
MM, University of North Texas, 1986

Margo L Sawyer, Professor
Art and Art History
MFA, Yale University, 1982

Roxanne Schroeder-Arce, Associate Professor
Theatre and Dance
MFA, University of Texas at Austin, 2000

Laurie Pierce Scott, Associate Professor
Music
PhD, University of Texas at Austin, 1987

Sonia T Seeman, Associate Professor
Music
PhD, University of California-Los Angeles, 2002

Adriana Serrano, Assistant Professor
Theatre and Dance
MFA, City University of New York Brooklyn College, 2003

Yevgeniy Sharlat, Associate Professor
Music
DMA, Yale University, 2007

Patrick Forsythe Shaw, Assistant Professor of Practice
Theatre and Dance
MFA, University of Texas at Austin, 2015

Richard A Shiff, Professor
Effie Marie Cain Regents Chair in Art
Art and Art History
PhD, Yale University, 1973
Amy L Simmons, Senior Lecturer
Music
PhD, University of Texas at Austin, 2007
Sara M Simons, Assistant Professor of Instruction
Theatre and Dance
PhD, New York University, 2013
Stephen M Slawek, Professor
Music
PhD, University of Illinois at Urbana-Champaign, 1986
Patrick Lee Slevin, Clinical Assistant Professor
BM, Northwestern University, 2010
David A Small, Associate Professor
Music
MM, University of Cincinnati Main Campus, 1987
Jeffrey C Smith, Professor
Kay Fortson Chair in European Art
Art and Art History
PhD, Columbia University in the City of New York, 1979
Matthew Ray Smith, Assistant Professor of Practice
Design and Creative Technologies
MA, Angelo State University, 2012
Michael Smith, Professor
Art and Art History
BA, Colorado College, 1974
Polly Lanning Sparrow, Lecturer
Art and Art History
MFA, University of Texas at Austin, 1995
Jack Stamps, Associate Professor of Practice
Design and Creative Technologies
DMA, University of Texas at Austin, 2010
Honoria K Starbuck, Lecturer
Design and Creative Technologies
PhD, University of Texas at Austin, 2003
Rachael Angelica Starbuck, Lecturer
Art and Art History
MFA, University of Texas at Austin, 2017
Anika Brady Steppe, Lecturer
Art and Art History
MFA, University of Texas at Austin, 2018
Dawn Stienecker, Assistant Professor of Instruction
Art and Art History
PhD, University of North Texas, 2012
John S Stoney, Associate Professor
Art and Art History
MFA, Cranbrook Academy of Art, 1998
Nikita Storojev, Associate Professor
Music
MFA, Moscow P.I. Tchaikovsky Conservatory, 1979
Luanne Larson Stovall, Lecturer
Art and Art History
MFA, Tufts University, 2005
Stacy A Strakowski, Lecturer
Theatre and Dance
MM, University of Cincinnati Main Campus, 2001
Joshua G Straub, Lecturer
Music
DMA, University of Texas at Austin, 2016
David S Stuart, Professor
Linda and David Schele Chair in the Art and Writing of Mesoamerica
Art and Art History
PhD, Vanderbilt University, 1995
Gabriella Sturchio, Lecturer
Art and Art History
MFA, University of Texas at Austin, 2018
Daniel D Sutherland, Associate Professor
Art and Art History
MFA, Syracuse University Main Campus, 1991
James Raysor Sutton, Senior Lecturer
GED, 1970
Rebecca Switzer, Lecturer
Theatre and Dance
MFA, University of Arizona, 1987
David J Tolin, Lecturer
Theatre and Dance
MFA, University of Texas at Austin, 2010
Paul K Toprac, Associate Professor of Instruction
Design and Creative Technologies
PhD, University of Texas at Austin, 2008
Christopher M Trapani, Assistant Professor
Music
DMA, Columbia University in the City of New York, 2017
Benjamin E Truppin-Brown, Lecturer
Theatre and Dance
BFA, Ithaca College, 2011
Bion Tsang, Professor
Joe R. & Teresa Lozano Long Chair in Cello
Music
MM, Yale University, 1993
John R Turci, Assistant Professor of Instruction
Music
PhD, Yale University, 2004
Michael C Tusa, Professor
Music
PhD, Princeton University, 1983
Colette T Valentine, Associate Professor
Music
DMA, State University of New York at Stony Brook, 2005
Charles W Villarrubia, Professor
Music
MM, Boston University, 1988
Louis A Waldman, Associate Professor
Art and Art History
PhD, New York University, 1999
James Walker, Associate Professor of Practice
John A. and Katherine G. Jackson School of Geosciences Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Jay L Banner, Professor
Fred M. Bullard Professorship in Geological Sciences
Geological Sciences
PhD, State University of New York at Stony Brook, 1986

Jaime D Barnes, Associate Professor
Geological Sciences
PhD, University of New Mexico Main Campus, 2006

Thorsten Becker, Professor
Shell Companies Foundation Distinguished Chair in Geophysics
Geological Sciences
PhD, Harvard University, 2002

Christopher J Bell, Professor
Geological Sciences
PhD, University of California-Berkeley, 1997

Philip C Bennett, Professor
Geological Sciences
PhD, Syracuse University Main Campus, 1989

Daniel O Breecker, Associate Professor
Geological Sciences
PhD, University of New Mexico Main Campus, 2008

Meinhard Bayani Cardenas, Professor
Geological Sciences
PhD, New Mexico Institute of Mining and Technology, 2006

Ginny A Catania, Professor
Geological Sciences
PhD, University of Washington - Seattle, 2004

Elizabeth Jacqueline Catlos, Associate Professor
Geological Sciences
PhD, University of California-Los Angeles, 2000

Gail L Christeson, Lecturer
Geological Sciences
PhD, Massachusetts Institute of Technology, 1993

Julia Allison Clarke, Professor
John A. Wilson Professorship in Vertebrate Paleontology
Geological Sciences
PhD, Yale University, 2002

Mark P Cloos, Professor
Getty Oil Company Centennial Chair in Geological Sciences
Geological Sciences
PhD, University of California-Los Angeles, 1981

Kerry H Cook, Professor
Geological Sciences
PhD, North Carolina State University, 1984

Ian W Dalziel, Professor
Geological Sciences
PhD, University of Edinburgh, 1963

Edward Alvin Duncan, Professor of Practice
Geological Sciences
MA, University of Texas at Austin, 1987

Claudio Faccenna, Professor
John F. and Carolyn C. Bookout Endowed Chair in Structural Geology
Geological Sciences
PhD, Sapienza University of Rome, 1993

Peter Barry Flemings, Professor
John A. and Katherine G. Jackson Chair in Energy and Mineral Resources
Geological Sciences
PhD, Cornell University, 1990

Sergey B Fomel, Professor
Geological Sciences
PhD, Stanford University, 2001

Rong Fu, Adjunct Professor
Geological Sciences
PhD, Columbia University in the City of New York, 1991

James E Gardner, Professor
Geological Sciences
PhD, University of Rhode Island, 1993
Marcus O Gary, Adjunct Assistant Professor
Geological Sciences

PhD, University of Texas at Austin, 2009
Omar Ghattas, Professor
John A. and Katherine G. Jackson Chair in Computational Geosciences
Geological Sciences

PhD, Duke University, 1988
Jennifer H Gillespie, Lecturer
Geological Sciences

PhD, University of Texas at Austin, 2011
Timothy Andrew Goudge, Assistant Professor
Geological Sciences

PhD, Brown University, 2015
Stephen P Grand, Professor
Shell Companies Foundation Centennial Chair in Geophysics
Geological Sciences

PhD, California Institute of Technology, 1986
Paul Hearty, Adjunct Associate Professor
Geological Sciences

PhD, University of Colorado at Boulder, 1987
Patrick Heimbach, Associate Professor
Geological Sciences

PhD, University of Hamburg, 1998
Mark A Helper, Distinguished Senior Lecturer
Geological Sciences

PhD, University of Texas at Austin, 1985
Marc Andre Hesse, Associate Professor
Geological Sciences

PhD, Stanford University, 2008
Brian K Horton, Professor
Alexander Deussen Professorship of Energy Resources
Geological Sciences

PhD, University of Arizona, 1998
Charles S Jackson, Lecturer
Geological Sciences

PhD, University of Chicago, 1998
Joel Peterson Johnson, Associate Professor
Geological Sciences

PhD, Massachusetts Institute of Technology, 2007
Charles Kerans, Professor

Robert K. Goldhammer Chair in Carbonate Geology, Wilton E. Scott
Centennial Professorship
Geological Sciences

PhD, Carleton University, 1982
Richard A Ketcham, Professor
The First Mr. and Mrs. Charles E. Yager Professorship
Geological Sciences

PhD, University of Texas at Austin, 1995
Wonsuck Kim, Adjunct Associate Professor
Geological Sciences

PhD, University of Minnesota-Twin Cities, 2007
J Richard Kyle, Professor

The Third Mr. and Mrs. Charles E. Yager Professorship
Geological Sciences

PhD, University of Western Ontario, 1977
John C Lassiter, Professor
Geological Sciences

PhD, University of California-Berkeley, 1995
Stephen E Laubach, Lecturer
Geological Sciences

PhD, University of Illinois at Urbana-Champaign, 1986
Luc L Lavier, Associate Professor
Geological Sciences

PhD, Columbia University in the City of New York, 1999
Jung-Fu Lin, Professor
Geological Sciences

PhD, University of Chicago, 2002
Staci L Loewy, Lecturer
Geological Sciences

PhD, University of Texas at Austin, 2002
Barbara J Mahler, Lecturer
Geological Sciences

PhD, University of Texas at Austin, 1997
Rowan Clare Martindale, Assistant Professor
Geological Sciences

PhD, University of Southern California, 2012
Ashley Michelle Matheny, Assistant Professor
Geological Sciences

PhD, Ohio State U Main Campus, 2016
Nathaniel Ross Miller, Lecturer
Geological Sciences

PhD, University of Texas at Dallas, 1995
Dev Niyogi, Professor
Geological Sciences

John E. Brick Elliott Centennial Endowed Professorship in Geological Sciences

PhD, University of Washington - Seattle, 1994
Claudia I Mora, Professor
Geological Sciences

PhD, University of Wisconsin-Madison, 1988
Sharon Mosher, Professor
William Stamps Farish Chair in Geology, John A. and Katherine G. Jackson Decanal Chair in the Geosciences

PhD, University of Illinois at Urbana-Champaign, 1978
Claudia I Mora, Professor

PhD, North Carolina State University, 2000
Cornel Olariu, Lecturer
Geological Sciences

PhD, University of Texas at Dallas, 2005
Adam Scott Papendieck, Lecturer
Geological Sciences

PhD, University of Texas at Austin, 2019
Camille Parmesan, Adjunct Professor

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School of Information Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Amelia Acker, Assistant Professor
PhD, University of California-Los Angeles, 2014

Anson Chase Airmet, Adjunct Assistant Professor
MS, Art Center College of Design, 2015

Jennifer E Allen, Adjunct Assistant Professor
MS, University of Texas at Austin, 2017

Gabriel Elijah Bailey, Adjunct Assistant Professor
MS, University of Texas at Austin, 2019

Jakki Bailey, Assistant Professor
PhD, Stanford University, 2018

Brenda L Berkelaar, Lecturer
PhD, Purdue University Main Campus, 2010

Randolph G Bias, Professor
PhD, University of Texas at Austin, 1978

Craig Erben Blaha, Lecturer
MA, Claremont Graduate University, 1996

Roxanne Bogucka, Adjunct Assistant Professor
MLIS, University of Texas at Austin, 1997

Sarah G Britt, Adjunct Assistant Professor
MSInfoStds, University of Texas at Austin, 2016

Andrea Sophie Cato, Adjunct Assistant Professor
MS, University of Texas at Austin, 2011

Mary C Criner, Lecturer
PhD, Louisiana State University and Agricultural and Mechanical College, 2000

Sarah H Cunningham, Lecturer
MS, University of Texas at Austin, 2003

Andrew P Dillon, Professor
Vara Martin Daniel Regents Professorship in Libraries, Archives & Information Studies
PhD, Loughborough University, 1991

Ying Ding, Professor
Bill and Lewis Suit Professorship
PhD, Nanyang Technological University, 2001

Philip Doty, Associate Professor
PhD, Syracuse University Main Campus, 1995

Rebecca K Elder, Adjunct Assistant Professor
MSLS, University of Texas at Austin, 2003

Mycal Elliott, Adjunct Assistant Professor
College of Liberal Arts Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Jeffrey B Abramson, Professor
Government
PhD, Harvard University, 1977
Jason Ira Abrevaya, Professor
Murray S. Johnson Chair in Economics
Economics
PhD, Massachusetts Institute of Technology, 1996
Robert H Abzug, Professor
Audre and Bernard Rapoport Regents Chair of Jewish Studies
History
PhD, University of California-Berkeley, 1977
Daniel A Ackerberg, Professor
Addison Baker Duncan Centennial Professorship in Economics
Economics
PhD, Yale University, 1997
Paul C Adams, Professor
Geography and the Environment
PhD, University of Wisconsin-Madison, 1993
Abimbola Adunni Adelakun, Assistant Professor
African and African Diaspora Studies
PhD, University of Texas at Austin, 2017
Ari Adut, Associate Professor
Sociology
PhD, University of Chicago, 2004
Omoniyi Afolabi, Professor
African and African Diaspora Studies
PhD, University of Wisconsin-Madison, 1997
Dena Afrasiabi, Lecturer
Middle Eastern Studies
PhD, University of Texas at Austin, 2016
Kamran S Aghaie, Associate Professor
Middle Eastern Studies
PhD, University of California-Los Angeles, 1999
Yukie Aida, Senior Lecturer
Asian Studies
PhD, University of Texas at Austin, 1988
Olla N Al-Shalchi, Lecturer
Middle Eastern Studies
PhD, Old Dominion University, 2015
Bedour Alagraa, Assistant Professor
African and African Diaspora Studies
PhD, Brown College, 2019
Bethany L Albertson, Associate Professor
Government
PhD, University of Chicago, 2006
Marina Alexandrova, Senior Lecturer
Slavic and Eurasian Studies
PhD, University of Texas at Austin, 2010
Riyad Alhomsi, Lecturer
Middle Eastern Studies
PhD, University of Arizona, 2018
Kamran Ali, Professor
Anthropology
PhD, Johns Hopkins University, 1998
Chad Alvarez, Assistant Professor
Mexican American and Latina/o Studies
PhD, University of Chicago, 2014
MARIA JOSE ALVAREZ, Visiting Professor
Latin American Studies
PhD, University of Pittsburgh, Pittsburgh Campus, 2009
Natalie Amleshi, Lecturer
English
PhD, University of Pennsylvania, 2019
Michael R Anderson, Associate Professor of Instruction
Government
PhD, University of Texas at Austin, 2009
Ronald J Angel, Professor
Sociology
PhD, University of Wisconsin-Madison, 1981
Manuela Angelucci, Associate Professor
Economics
PhD, University College London, 2005
Sarah K Angulo, Lecturer
Psychology
PhD, University of Texas at Austin, 2008
Katherine M Arens, Professor
Germanic Studies
PhD, Stanford University, 1981
Eugenio Yatsuda Arima, Associate Professor
Geography and the Environment
PhD, Michigan State University, East Lansing, 2005
Minou Arjomand, Assistant Professor
English
PhD, Columbia University in the City of New York, 2013
Jossianna Arroyo Martinez, Professor
Peter T. Flawn Centennial Professorship in Spanish Language and Literature
African and African Diaspora Studies
Spanish and Portuguese
PhD, University of California-Berkeley, 1998
Javier Auyero, Professor
Joe R. & Teresa Lozano Long Endowed Professorship #3
Sociology
PhD, New Sch for Soc Research, 1998
Kiril Avramov, Lecturer
Slavic and Eurasian Studies
PhD, University of Sofia, 2008
Samy Ayoub, Assistant Professor
Middle Eastern Studies
PhD, University of Arizona, 2014
Hina Azam, Associate Professor
Middle Eastern Studies
PhD, Duke University, 2007
Mansi Bajaj, Lecturer
Asian Studies
PhD, University of Delhi, 2019
Samuel Baker, Associate Professor
English  
PhD, University of Chicago, 2001  
Sarah Lynn Baker, Lecturer  
Middle Eastern Studies  
PhD, University of Texas at Austin, 2018  
Anandakrishnan Balakrishnan, Lecturer  
Asian Studies  
PhD, University of Delhi, 2017  
Jorge Francisco Balat, Assistant Professor  
Economics  
PhD, Yale University, 2012  
Reema Barakat, Lecturer  
Middle Eastern Studies  
MA, University of Texas at Austin, 2015  
Zoltan D Barany, Professor  
Frank C. Erwin, Jr. Centennial Professorship in Government  
Government  
PhD, University of Virginia (Old Code), 1991  
Janine Barchas, Professor  
English  
PhD, University of Chicago, 1995  
Charles J Barnett, Lecturer  
Plan II Honors  
MA, Xavier University, 1978  
J K Barret, Associate Professor  
English  
PhD, Princeton University, 2008  
Phillip J Barrish, Professor  
Tony Hilfer Professorship in American and British Literature  
English  
PhD, Cornell University, 1991  
Jean-Bernard Basse, Visiting Professor  
English  
PhD, Universite de Paris X, Nanterre, 1998  
Alice L Batt, Lecturer  
Rhetoric and Writing  
PhD, University of Texas at Austin, 1996  
Sheryl Luzzadder Beach, Professor  
Raymond Dickson Centennial Professorship #1  
Geography and the Environment  
PhD, University of Minnesota-Twin Cities, 1990  
Timothy Beach, Professor  
C. B. Smith, Sr. Centennial Chair in United States-Mexico Relations #2  
Geography and the Environment  
PhD, University of Minnesota-Twin Cities, 1989  
Alex A Beasley, Assistant Professor  
American Studies  
PhD, Yale University, 2016  
David I Beaver, Professor  
Linguistics  
PhD, University of Edinburgh, 1995  
John T Beavers, Associate Professor  
Linguistics  
PhD, Stanford University, 2006  
Deborah Beck, Associate Professor  
Classics  
PhD, Harvard University, 1997  
Jennifer S Beer, Professor  
Psychology  
PhD, University of California-Berkeley, 2002  
Christopher G Beevers, Professor  
Wayne H. Holtzman Regents Chair in Psychology  
Psychology  
PhD, University of Miami, 2002  
Kirsten L Belgum, Associate Professor  
Germanic Studies  
PhD, University of Wisconsin-Madison, 1989  
Valerie R Bencivenga, Senior Lecturer  
Economics  
PhD, University of Toronto, 1985  
Marvin C Bendele, Lecturer  
American Studies  
PhD, University of Texas at Austin, 2015  
Chad J Bennett, Associate Professor  
English  
PhD, Cornell University, 2011  
Betsy A Berry, Senior Lecturer  
English  
PhD, University of Texas at Austin, 1994  
Daina R Berry, Professor  
Oliver H. Radkey Regents Professorship in History  
African and African Diaspora Studies  
History  
PhD, University of California-Los Angeles, 1998  
Lance Bertelsen, Professor  
Iris Howard Regents Professorship in English Literature  
English  
PhD, University of Washington - Seattle, 1979  
Aarti R Bhalodia, Lecturer  
Asian American Studies  
PhD, University of Texas at Austin, 2012  
Venkataraman Bhaskar, Professor  
Sue Killam Professorship in the Foundations of Economics  
Economics  
DPhil, University of Oxford, 1988  
Saroj Bhattarai, Assistant Professor  
Economics  
PhD, Princeton University, 2010  
Julia A Biggerstaff Haug, Clinical Assistant Professor  
BA, University of Texas at Austin, 1997  
Douglas G Biow, Professor  
The Superior Oil Company - Linward Shivers Centennial Professorship in  
Medieval and Renaissance Studies
French and Italian
PhD, Johns Hopkins University, 1990

David P Birdsong, Professor
French and Italian
PhD, Harvard University, 1979

Daniel J Birkholz, Associate Professor
English
PhD, University of Minnesota-Twin Cities, 1999

Marc Bizer, Professor
French and Italian
PhD, Princeton University, 1993

Mary E Blockley, Professor
English
PhD, Yale University, 1984

Carl S Blyth, Associate Professor
French and Italian
PhD, Cornell University, 1990

Hans C Boas, Professor
The Raymond Dickson, Alton C. Allen and Dillon Anderson Centennial Professorship
Germanic Studies
PhD, University of North Carolina at Chapel Hill, 2000

Marion Enid Bodian, Professor
History
PhD, Hebrew University, 1988

Christoph Boehm, Assistant Professor
Economics
PhD, University of Michigan-Ann Arbor, 2016

Matthew R Bogan, Assistant Professor-ROTC
Air Force Science
MBA, Naval Postgraduate School, 2017

Daniel A Bonevac, Professor
Philosophy
PhD, University of Pittsburgh, Pittsburgh Campus, 1980

Paola Bonifazio, Associate Professor
French and Italian
PhD, New York University, 2008

Amy Elizabeth Booth, Adjunct Professor
Psychology
PhD, University of Pittsburgh, Pittsburgh Campus, 1998

Jason R Borge, Professor
Spanish and Portuguese
PhD, University of California-Berkeley, 2002

Pascale R Bos, Associate Professor
Germanic Studies
PhD, University of Minnesota-Twin Cities, 1998

Carlos E Bowles, Lecturer
Méd, University of Texas at Austin, 2002

Svetlana Boyarchenko, Associate Professor
Economics
PhD, Rostov State University, 1983

Casey A Boyle, Associate Professor
Rhetoric and Writing
PhD, University of South Carolina - Columbia, 2011

Henry W Brands, Professor
Jack S. Blanton, Sr. Chair in History
History
PhD, University of Texas at Austin, 1985

Sarah Brayne, Assistant Professor
Sociology
MA, Princeton University, 2012

Joel P Brereton, Professor
Asian Studies
PhD, Yale University, 1975

Daniel M Brinks, Professor
Government
PhD, University of Notre Dame, 2004

Benjamin Claude Brower, Associate Professor
History
PhD, Cornell University, 2005

Jonathan C Brown, Professor
History
PhD, University of Texas at Austin, 1976

Simone Arlene Browne, Associate Professor
African and African Diaspora Studies
PhD, University of Toronto, 2007

Jason M Brownlee, Professor
Government
PhD, Princeton University, 2004

Douglas S Bruster, Professor
Mody C. Boatright Regents Professorship in American and English Literature
English
PhD, Harvard University, 1990

Erika M Bsumek, Associate Professor
History
PhD, Rutgers the State University of New Jersey New Brunswick Campus, 2000

Lawrence Ray Buchanan, Associate Professor
Philosophy
PhD, New York University, 2008

Tom Buckley, Specialist
Rhetoric and Writing
MA, Pennsylvania State University Park, 1985

J Budziszewski, Professor
Government
PhD, Yale University, 1981

Walter L Buenger Jr, Professor
Summerlee Foundation Chair in Texas History, Barbara White Stuart Centennial Professorship in Texas History
History
PhD, Rice University, 1979

Barbara Ellen Bullock, Professor
French and Italian
PhD, University of Delaware, 1990

Melissa R Bunner, Clinical Assistant Professor
Psychology
PhD, University of Texas at Austin, 1997
Benjamin R Burnett, Lecturer
MEd, University of Texas at Austin, 2007
Virginia Garrard Burnett, Professor
Chair for Western Hemispheric Trade Studies, Joe R. & Teresa Lozano
Long Endowed Professorships
History
PhD, Tulane University, 1986
Nicole Alexis Burrowes, Assistant Professor
African and African Diaspora Studies
PhD, City University of New York Graduate Center, 2015
W A Burton Jr, Adjunct Professor
Plan II Honors
LLB, University of Texas at Austin, 1968
Amanda Rose Bush, Lecturer
French and Italian
PhD, University of Texas at Austin, 2018
David M Buss, Professor
Psychology
PhD, University of California-Berkeley, 1981
Johnny S Butler, Professor
J. Marion West Chair for Constructive Capitalism
Sociology
PhD, Northwestern University, 1974
Matthew J Butler, Associate Professor
History
PhD, University of Bristol, 2000
Delia Sarah Byrnes, Lecturer
English
PhD, University of Texas at Austin, 2019
Marika Cabral, Assistant Professor
Economics
PhD, Stanford University, 2011
Craig A Campbell, Associate Professor
Anthropology
PhD, University of Alberta, 2009
Emmet E Campos, Lecturer
PhD, University of Texas at Austin, 2011
Jorge Canizares, Professor
Alice Jane Drysdale Sheffield Regents Professorship in History
History
PhD, University of Wisconsin-Madison, 1995
Paola Canova, Assistant Professor
Anthropology
PhD, University of Arizona, 2014
Luis Ernesto Carcamo-Huechante, Associate Professor
Spanish and Portuguese
PhD, Cornell College, 2001
Don E Carleton, Senior Lecturer
History
PhD, University of Houston, 1978
Caryn L Carlson, Professor
Psychology
PhD, University of Georgia, 1984
Patrick J Carroll, Associate Professor of Instruction
Psychology
PhD, University of Massachusetts, 1983
Daniela Bini Carter, Professor
French and Italian
PhD, University of Texas at Austin, 1970
Mia E Carter, Associate Professor
English
PhD, University of Wisconsin-Milwaukee, 1992
Evan B Carton, Professor
Joan Negley Kelleher Centennial Professorship in Rhetoric and Composition
English
PhD, Johns Hopkins University, 1979
Oscar H Casares, Associate Professor
English
MFA, University of Iowa, 2001
Julie C Casey, Lecturer
MA, University of Chicago, 1997
Katherine M Catmull, Lecturer
English
MA, University of Texas at Austin, 1984
Shannon Eileen Cavanagh, Professor
Sociology
PhD, University of North Carolina at Chapel Hill, 2003
Lydia A CdeBaca, Lecturer
English
PhD, University of Texas at Austin, 2012
Zeenia Challa, Lecturer
Geography and the Environment
JD, Texas Southern University, 2013
Frances Anne Champagne, Professor
Psychology
PhD, McGill University, 2004
Chih-Wei Chang, Lecturer
Asian Studies
MA, University of Texas at Austin, 2000
Sung-Sheng Yvonne Chang, Professor
Asian Studies
PhD, Stanford University, 1985
Terrence Leon Chapman, Associate Professor
Government
PhD, Emory University, 2007
Davida H Charney, Professor
Rhetoric and Writing
PhD, Carnegie Mellon University, 1985
Mounira M Charrad, Associate Professor
Sociology
PhD, Harvard University, 1980
Damien Charre, Lecturer
French and Italian
MA, Universite Paul Valery, Montpellier III, 2018

Indrani Chatterjee, Professor
History
PhD, University of London, 1996

Pramit Chaudhuri, Associate Professor
Classics
PhD, Yale University, 2008

Karma Ruth Chavez, Associate Professor
Mexican American and Latina/o Studies
PhD, Arizona State University Main, 2007

Jacob Earl Cheadle, Professor
Sociology
PhD, Pennsylvania State University Park, 2005

Jeanette C Chen, Lecturer
Asian Studies
MA, Middlebury College, 1983

Chienyn Ju Chi, Lecturer
Asian American Studies
PhD, University of Texas at Austin, 2019

George S Christian, Adjunct Professor
English
PhD, University of Texas at Austin, 2000

Jessica Alice Church-Lang, Associate Professor
Psychology
PhD, Washington University in St Louis, 2008

Tanya Elizabeth Clement, Associate Professor
English
PhD, University of Maryland College Park, 2009

Adam John Clulow, Associate Professor
History
PhD, Columbia University in the City of New York, 2008

Diane L Coffey, Assistant Professor
Sociology
PhD, Princeton University, 2015

Judith G Coffin, Associate Professor
History
PhD, Yale University, 1985

Olivier Coibion, Associate Professor
Economics
PhD, University of Michigan-Ann Arbor, 2007

Kevin O Cokley, Professor
Oscar and Anne Mauzy Regents Professorship for Educational Research and Development
African and African Diaspora Studies
PhD, Georgia State University, 1998

Juan Jose Colomina-alminana, Assistant Professor
Mexican American and Latina/o Studies
PhD, University of La Laguna, 2009

Jason Cons, Associate Professor
Anthropology
PhD, Cornell University, 2011

Chikako H Cooke, Lecturer
Asian Studies

MA, University of Wisconsin Colleges, 1995

Claire Sloan Cooley, Lecturer
Middle Eastern Studies
MA, University of Texas at Austin, 2015

Cary Cordova, Associate Professor
American Studies
PhD, University of Texas at Austin, 2005

Lawrence K Cormack, Professor
Psychology
PhD, University of California-Berkeley, 1992

Rikke P Cortsen, Lecturer
Germanic Studies
PhD, University of Copenhagen, 2012

Kurt Cousins, Lecturer
Sociology
MD, University of North Carolina at Chapel Hill, 2008

Ronald Covey, Professor
Anthropology
PhD, University of Michigan-Ann Arbor, 2003

James H Cox, Professor
Jane and Roland Blumberg Centennial Professorship in English
English
PhD, University of Nebraska - Lincoln, 1999

Alison Craig, Assistant Professor
Government
PhD, The Ohio State University Main Campus, 2017

David F Crew, Professor
History
PhD, Cornell University, 1975

Kelley A Crews, Associate Professor
Geography and the Environment
PhD, University of North Carolina at Chapel Hill, 2000

Zachary A Crippen, Assistant Professor-ROTC
Air Force Science
MPhil, University of Oxford, 2014

Robert Crosnoe, Professor
Rapoport Centennial Professorship of Liberal Arts
Sociology
PhD, Stanford University, 1999

Megan J Crowhurst, Associate Professor
Linguistics
PhD, University of Arizona, 1991

Elizabeth Cullingford, Professor
Jane Weinert Blumberg Chair in English
English
PhD, University of Oxford, 1977

Anthony S Cunningham, Visiting Professor
Economics
PhD, University of Georgia, 2007

James Patrick Curley, Associate Professor
Psychology
PhD, University of Cambridge, 2003

Todd Anthony Curtis, Senior Lecturer
Classics
PhD, University of Newcastle upon Tyne, 2010

Peter H Dana, Senior Lecturer
Geography and the Environment
PhD, University of Texas at Austin, 1999

Jonathan Dancy, Professor
Philosophy
MA, University of Oxford, 1972

D D Davis, Professor
Rhetoric and Writing
PhD, University of Texas at Arlington, 1995

Donald R Davis Jr, Professor
Asian Studies
PhD, University of Texas at Austin, 2000

Janet M Davis, Professor
American Studies
PhD, University of Wisconsin-Madison, 1998

Kaya de Barbaro, Assistant Professor
Psychology
PhD, University of California-San Diego, 2012

Jack C De La Torre, Adjunct Professor
Psychology
PhD, University of Geneva, 1968

Lesley A Dean-Jones, Associate Professor
Classics
PhD, Stanford University, 1987

Susan Deans-Smith, Associate Professor
History
PhD, University of Cambridge, 1984

John Deigh, Professor
Philosophy
PhD, University of California-Los Angeles, 1979

Lina Maria Del castillo, Associate Professor
History
PhD, University of Miami, 2007

Yvon Delville, Professor
Psychology
PhD, University of Massachusetts, 1992

Erik Dempsey, Lecturer
PhD, Boston College, 2007

Kim Denning-Knapp, Clinical Assistant Professor
MA, Pace University, 2019

Joshua Dever, Professor
Philosophy
PhD, University of California-Berkeley, 1998

Anthony F Di Fiore, Professor
Anthropology
PhD, University of California-Davis, 1997

Yoav Di-Capua, Professor
History
PhD, Princeton University, 2004

Rasha Diab, Associate Professor
Rhetoric and Writing
PhD, University of Wisconsin-Madison, 2009

Eric M Dieter, Lecturer
Rhetoric and Writing
PhD, University of Texas at Austin, 2013

Sinan Dogramaci, Associate Professor
Philosophy
PhD, New York University, 2009

Brian F Doherty, Senior Lecturer
English
PhD, University of Wisconsin-Milwaukee, 1996

Juan M Dominguez, Associate Professor
Psychology
PhD, State University of New York at Buffalo, 2002

Hector Domínguez-Ruvalcaba, Professor
Spanish and Portuguese
PhD, University of Colorado at Boulder, 1999

Michael P Domjan, Professor
Psychology
PhD, McMaster University, 1973

Wendy I Domjan, Distinguished Senior Lecturer
Psychology
PhD, University of Wisconsin-Madison, 1977

Stephen Donald, Professor
Edward Everett Hale Centennial Professorship in Economics
Economics
PhD, University of British Columbia, 1990

William Doolittle, Professor
Erich W. Zimmermann Regents Professorship in Geography
Geography and the Environment
PhD, University of Oklahoma Norman Campus, 1979

Julia L Driver, Professor
Philosophy
PhD, Johns Hopkins University, 1990

Kaoji M Duffey, Lecturer
Asian Studies
MS, Kansas State University, 2002

Carolyn P Dunlap, Lecturer
Spanish and Portuguese
PhD, University of Texas at Austin, 2000

Katherine Laura Dunlop, Associate Professor
Philosophy
PhD, University of California-Los Angeles, 2005

Jennifer V Ebbeler, Associate Professor
Classics
PhD, University of Pennsylvania, 2001

Maria Luisa Echavarria, Lecturer
Spanish and Portuguese
PhD, University of Texas at Austin, 2014

Catharine H Echols, Associate Professor
Psychology
PhD, University of Illinois at Urbana-Champaign, 1987

Reid Glenn Echols, Lecturer
English
PhD, University of Texas at Austin, 2019

Jules R Elkins, Lecturer
Geography and the Environment
PhD, University of California-Berkeley, 2008

Zachary S Elkins, Associate Professor
Government
PhD, University of California-Berkeley, 2003

Nora C England, Professor
Dallas TACA Centennial Professorship in the Humanities
Linguistics
PhD, University of Florida, 1975

Stephen Crossley Enniss, Adjunct Professor
English
PhD, University of Georgia, 1996

Mirasol Enriquez, Lecturer
Mexican American and Latina/o Studies
PhD, University of California-Los Angeles, 2012

Derek Epp, Assistant Professor
Government
PhD, University of North Carolina at Chapel Hill, 2015

Patience L Epps, Professor
Linguistics
PhD, University of Virginia, 2005

Katrin E Erk, Professor
Linguistics
PhD, Saarland University, 2002

Stefano M Eusepi, Associate Professor
Economics
PhD, University of Warwick, 2005

Jacqueline J Evans, Associate Professor of Instruction
Psychology
PhD, University of Texas at Austin, 2011

Matthew L Evans, Associate Professor
Philosophy
PhD, University of Texas at Austin, 2004

Rhonda L Evans, Senior Lecturer
Government
PhD, University of Texas at Austin, 2004

Karen J Ewing, Lecturer
Germanic Studies
MA, University of Texas at Austin, 2001

Oloruntuyin O Falola, Professor
Jacob and Frances Sanger Mossiker Chair in the Humanities #2
History
PhD, Obafemi Awolowo University, 1981

Caroline Faria, Assistant Professor
Geography and the Environment
PhD, University of Washington - Seattle, 2009

Ashley Farmer, Assistant Professor
African and African Diaspora Studies
History
PhD, Harvard University, 2013

Yasmina Fawaz, Lecturer
French and Italian
PhD, University of Texas at Austin, 2018

Paul Ferrari, Research Associate Professor
Psychology
PhD, Florida Atlantic University, 2009

Linda Ferreira-Buckley, Associate Professor
English
Rhetoric and Writing
PhD, University of Pennsylvania, 1990

Michael G Findley, Professor
Government
PhD, University of Illinois at Urbana-Champaign, 2007

Stephen E Finn, Clinical Associate Professor
Psychology
PhD, University of Minnesota-Twin Cities, 1984

Kirsten Cather, Associate Professor
Asian Studies
PhD, University of California-Berkeley, 2004

Vivian Flanzer, Senior Lecturer
Spanish and Portuguese
MA, Universidade Federal do Rio de Janeiro, 1994

Richard R Flores, Professor
C. B. Smith, Sr. Centennial Chair in United States-Mexico Relations #3
Anthropology
Mexican American and Latina/o Studies
PhD, University of Texas at Austin, 1989

George A Floyd, Associate Professor-ROTC
Naval Science
MPH, University of Hawaii at Manoa, 2001

George B Forgie, Associate Professor
History
PhD, Stanford University, 1972

Kevin M Foster, Associate Professor
African and African Diaspora Studies
PhD, University of Texas at Austin, 2001

Maria Franklin, Associate Professor
Anthropology
PhD, University of California-Berkeley, 1997

Alison K Frazier, Associate Professor
History
PhD, Columbia University in the City of New York, 1996

Jeffrey William Freels, Lecturer
PhD, George Mason University, 2015

Oliver Freiberger, Associate Professor
Asian Studies
PhD, Georg-August Universitat Gottingen, 1999

Joshua Frens-String, Assistant Professor
History
PhD, New York University, 2015

Eric Dean Frey, Clinical Assistant Professor
Psychology
PhD, Texas Tech University, 1999
Slavic and Eurasian Studies  
MA, University of Kansas Main Campus, 1999  
Benjamin G Gregg, Associate Professor  
Government  
PhD, Princeton University, 1996  
Zenzi Margareta Griffin, Professor  
Psychology  
PhD, University of Illinois at Urbana-Champaign, 1998  
Karen Grumberg, Associate Professor  
Middle Eastern Studies  
PhD, University of California-Los Angeles, 2004  
Sumit Guha, Professor  
Frances Higginbotham Nalle Centennial Professorship in History  
History  
PhD, University of Cambridge, 1982  
Nancy C Guilloteau, Senior Lecturer  
French and Italian  
PhD, University of Texas at Austin, 1997  
Joann Gulizio, Lecturer  
Classics  
PhD, University of Texas at Austin, 2011  
Suchitra Gururaj, Lecturer  
PhD, University of Texas at Austin, 2011  

Andrea Dorothy Gustavson, Lecturer  
American Studies  
PhD, University of Texas at Austin, 2015  
Laura G Gutierrez, Associate Professor  
Mexican American and Latina/o Studies  
PhD, University of Wisconsin-Madison, 2000  
Lauren Jae Guttermann, Assistant Professor  
American Studies  
PhD, New York University, 2012  
Mehdi Haghshenas, Senior Lecturer  
Sociology  
PhD, University of Texas at Austin, 1991  
Sabine Hake, Professor  
Texas Chair of German Literature and Culture  
Germanic Studies  
PhD, Universitat Hannover, 1984  
Andreana P Haley, Professor  
Psychology  
PhD, University of Virginia, 2005  
Harold William Hamblett Jr, Assistant Professor-ROTC  
Military Science  
MA, American Public University System, 2016  
Sukjin Han, Assistant Professor  
Economics  
PhD, Yale University, 2012  
Courtney Handman, Associate Professor  
Anthropology  
PhD, University of Chicago, 2010  
Robert J Hankinson, Professor  
Philosophy  
PhD, University of Cambridge, 1985  
Kathryn Paige Harden, Associate Professor  
Psychology  
PhD, University of Virginia, 2009  
Julie Hardwick, Professor  
John E. Green Regents Professorship in History  
History  
PhD, Johns Hopkins University, 1991  
Michael P Harney, Professor  
Spanish and Portuguese  
PhD, University of California-Berkeley, 1983  
John Hartigan, Professor  
Anthropology  
PhD, University of California-Santa Cruz, 1995  
Jonathan Edward carey Harvey, Associate Professor  
English  
BA, University of Hull, 1989  
Shahnaz Hassan, Senior Lecturer  
Asian Studies  
BA, University of the Punjab, 1989  
Junko Hatanaka, Lecturer  
Asian Studies  
MA, University of Wisconsin-Madison, 1998  
Raymond C Hawkins II, Clinical Assistant Professor  
Psychology  
PhD, University of Pennsylvania, 1975  
Mary Myleen Hayhoe, Professor  
Psychology  
PhD, University of California-San Diego, 1979  
Mark D Hayward, Professor  
Sociology  
PhD, Indiana University at Bloomington, 1981  
Elizabeth A Hedrick, Associate Professor  
English  
PhD, Columbia University in the City of New York, 1986  
Kurt O Heinzelman, Professor  
English  
PhD, University of Massachusetts, 1978  
Susan S Heinzelman, Associate Professor  
English  
PhD, University of Western Ontario, 1978  
Marlone Deshaun Henderson, Associate Professor  
Psychology  
PhD, New York University, 2006  
Geraldine Heng, Professor  
Perceval Professorship in Medieval Romance, Historiography, and Culture  
English  
PhD, Cornell University, 1990  
Jacqueline M Henkel, Associate Professor  
Rhetoric and Writing  
PhD, University of Minnesota-Twin Cities, 1985  
Nicholas A Henry, Assistant Professor
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<td>James R Henson</td>
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<td>Rosana R Heringer</td>
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<td>Latin American Studies</td>
<td>Instituto Universitario de Pesquisas do Rio De Janeiro</td>
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<td>Peter Hess</td>
<td>Associate Professor</td>
<td>Germanic Studies</td>
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<td>Richard Douglas Heyman</td>
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<td>Wayne R Hickenbottom</td>
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<td>Hiilei J Hobart</td>
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<td>Anthropology</td>
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<td>Asian Studies</td>
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<td>Kean Jia-Jiann Hsu</td>
<td>Research Assistant Professor</td>
<td>Psychology</td>
<td>University of Southern California</td>
<td>2014</td>
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<td>Madeline Y Hsu</td>
<td>Professor</td>
<td>History</td>
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<td>Thomas K Hubbard</td>
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<td>History</td>
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<td>Bruce J Hunt</td>
<td>Associate Professor</td>
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<td>Grayson Hunt</td>
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<td>Women's and Gender Studies</td>
<td>New School University</td>
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<td>Wendy A Hunter</td>
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<td>1992</td>
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<td>Coleman Hutchison</td>
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<td>English</td>
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<td>Syed A Hyder</td>
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<td>Harvard University</td>
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<td>Devrim Ikizler</td>
<td>Lecturer</td>
<td>Economics</td>
<td>University of Texas at Austin</td>
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<td>Yasmijn Irizarry</td>
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</table>
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Gary J Jacobsohn, Professor  
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Carol H MacKay, Professor
J. R. Millikan Centennial Professorship in English Literature
English
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<td>Raul L Madrid</td>
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<td>Maurie McInnis</td>
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<td>Jacob and Frances Sanger Mossiker Chair in the Humanities #1 American Studies</td>
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<td>John McIver</td>
<td>Associate Professor of Instruction</td>
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<td>Mark H McManis</td>
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<td>Amy Moore Meeks</td>
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<td>Richard P Meier</td>
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<td>Jeffrey L Meikle</td>
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<td>Olivia Ingrid Mena</td>
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PhD, London School of Economics and Political Science, 2016
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Neil R Nehring, Associate Professor
English

PhD, University of Michigan-Ann Arbor, 1985
William R Nethercut, Professor
Classics

PhD, Columbia University in the City of New York, 1963
Joan H Neuberger, Professor
History

PhD, Stanford University, 1985
Mary C Neuberger, Professor
History

PhD, University of Washington - Seattle, 1997
Irina Celina Nevarez, Lecturer
Spanish and Portuguese

MAEd, Instituto Tecnologico y de Estudios Superiores de Monterrey, 1998
Martha G Newman, Associate Professor
History

PhD, Stanford University, 1988
Hien V Nguyen, Associate Professor-ROTC
Air Force Science

MA, American Public University System, 2006
Quynh-Huong Nguyen, Lecturer
Women’s and Gender Studies

MEd, Texas State University, 2018
Chiyo Nishida, Associate Professor
Spanish and Portuguese

PhD, University of Arizona, 1987
Linda Jeanne Noble, Professor
Psychology

PhD, University of California-Los Angeles, 1982
Diana R Norton, Lecturer
Spanish and Portuguese

PhD, University of Texas at Austin, 2018
Avigail Noy, Assistant Professor
Middle Eastern Studies

PhD, Harvard University, 2016
Shannon B O’Brien, Assistant Professor of Instruction
Government

PhD, University of Florida, 2007
Muireann E O’Cinneide, Visiting Associate Professor
English

PhD, University of Oxford, 2004
Aaron O’Connell, Associate Professor
History

PhD, Yale University, 2009
Gerald S Oettinger, Associate Professor
Economics

PhD, Massachusetts Institute of Technology, 1993
Guillermina Ogando Lavin, Lecturer
Spanish and Portuguese

MA, Universidad Antonio de Nebrija, 2002
Youjeong Oh, Assistant Professor
Asian Studies

PhD, University of California-Berkeley, 2013
Chelsi West Ohueri, Assistant Professor
Slavic and Eurasian Studies

PhD, University of Texas at Austin, 2016
Jeannette Okur, Assistant Professor of Instruction
Middle Eastern Studies

PhD, Ankara University, 2007
Tatem M Oldham, Lecturer
MEd, University of Texas at Austin, 2004

Rebecca L Oliver, Lecturer
English

BA, Florida State University, 1994
Antonella D Olson, Distinguished Senior Lecturer
French and Italian

Laurea, Universita degli Studi di Roma La Sapienza, 1978
Lisa Olstein, Professor
English

MFA, University of Massachusetts, 2003
Robert A Olwell, Associate Professor
History

PhD, Johns Hopkins University, 1991
Robert M Oppenheim, Professor
Asian Studies

PhD, University of Chicago, 2003
Caitlin A Orsini, Assistant Professor
Psychology

PhD, University of Michigan-Ann Arbor, 2012
Stephanie L Osbakken, Lecturer
Sociology

PhD, University of Michigan-Ann Arbor, 2014
Lynette Osborne, Lecturer
Sociology

PhD, Purdue University Main Campus, 2006
Oghoadeina Clementina Osezua, Lecturer
Anthropology

PhD, Obafemi Awolowo University, 2010
Abena Dove agyepoma Osseo-asare, Associate Professor
History

PhD, Harvard University, 2005
Rachel L Ozanne, Lecturer
History

PhD, University of Texas at Austin, 2013
Robert M. Armstrong Centennial Professorship
Classics
PhD, University of Wisconsin-Madison, 1980
Nina J Palmo, Lecturer
Sociology
PhD, University of Texas at Austin, 2015
Vivian Pan, Clinical Assistant Professor
Psychology
PhD, Fordham University, 2009
Nitya Pandalai-nayar, Assistant Professor
Economics
PhD, University of Michigan-Ann Arbor, 2016
Lorraine S Pangle, Professor
Government
PhD, University of Chicago, 1999
Thomas L Pangle, Professor
Joe R. Long Endowed Chair in Democratic Studies
Government
PhD, University of Chicago, 1972
Catherine Panzarella, Clinical Professor
Psychology
PhD, Temple University, 1995
Erica Tara Lilly Parker, Lecturer
Linguistics
MA, University of California-San Diego, 2012
Deborah Parra-Medina, Professor
Mexican American and Latina/o Studies
PhD, University of California-San Diego, 1998
Na'ama Pat-El, Associate Professor
Middle Eastern Studies
PhD, Harvard University, 2008
James Francis Patterson, Lecturer
Classics
PhD, University of Texas at Austin, 2015
Evangeleen Pattison, Lecturer
Sociology
PhD, University of Texas at Austin, 2019
Stephanie Paulos, Clinical Assistant Professor
Psychology
PhD, University of Texas at Austin, 2007
Pamela Marie Paxton, Professor
Linda K. George and John Wilson Professorship
Sociology
PhD, University of North Carolina at Chapel Hill, 1998
Ami Pedahzur, Professor
Ralph W. Yarborough Centennial Professorship of Liberal Arts
Government
PhD, University of Haifa, 1999
Heather G Pelletier, Lecturer
French and Italian
PhD, Vanderbilt University, 2004
James W Pennebaker, Professor
Liberal Arts Foundation Centennial Professorship
Psychology
PhD, University of Texas at Austin, 1977
Domino R Perez, Associate Professor
English
PhD, University of Nebraska - Lincoln, 1998
Jorge Perez, Professor
Spanish and Portuguese
PhD, University of California-Santa Barbara, 2003
Paula J Perlman, Professor
Classics
PhD, University of California-Berkeley, 1983
H W Perry Jr, Associate Professor
Government
PhD, University of Michigan-Ann Arbor, 1987
Anthony J Pete, Professor
Military Science
MA, Texas State University, 1999
Marina Louise Peterson, Associate Professor
Anthropology
PhD, University of Chicago, 2005
Petar Petrov, Assistant Professor
Slavic and Eurasian Studies
PhD, University of Pittsburgh, Pittsburgh Campus, 2006
Elizabeth M Pettit, Professor
Barbara Pierce Bush Regents Professorship in Liberal Arts
Sociology
PhD, Princeton University, 1999
Stephen H Phillips, Professor
Philosophy
PhD, Harvard University, 1982
Tasha S Philpot, Professor
Government
PhD, University of Michigan-Ann Arbor, 2003
Herve Picherit, Associate Professor
French and Italian
PhD, Stanford University, 2008
Krzysztof Piekarski, Lecturer
Rhetoric and Writing
PhD, University of Texas at Austin, 2013
Marc Pierce, Associate Professor
Germanic Studies
PhD, University of Michigan-Ann Arbor, 2002
Monique Payne Pikus, Lecturer
Sociology
PhD, Northwestern University, 2004
Samantha Nicole Pinto, Associate Professor
English
PhD, University of California-Los Angeles, 2007
John G Pipkin, Lecturer
English
PhD, Rice University, 1997
Andrea Lea Pittard, Lecturer
Classics
PhD, University of Texas at Austin, 2018
Gabriela Polit, Associate Professor
Spanish and Portuguese
PhD, New York University, 2002

Molly H Polk, Lecturer
Geography and the Environment
PhD, University of Texas at Austin, 2016

Lito Elio Porto, Senior Lecturer
Spanish and Portuguese
PhD, University of Texas at Austin, 2000

Joseph E Potter, Professor
C. B. Smith, Sr. Centennial Chair in United States-Mexico Relations #4
Sociology
PhD, Princeton University, 1975

Rose M Potter, Lecturer
Spanish and Portuguese
MA, University of Northern Iowa, 1984

Michelle Christina Velasquez-Potts, Lecturer
Women's and Gender Studies
PhD, University of California-Berkeley, 2019

Daniel A Powers, Professor
Sociology
PhD, University of Wisconsin-Madison, 1991

Aaron Thomas Pratt, Lecturer
English
PhD, Yale University, 2016

Alison Renee Preston, Professor
Dr. A. Wilson Nolle and Sir Raghunath P. Mahendroo Professorship in Neuroscience
Psychology
PhD, Stanford University, 2004

David F Prindle, Professor
Government
PhD, Massachusetts Institute of Technology, 1977

Ian N Proops, Professor
Philosophy
PhD, Harvard University, 1998

Jacob C Ptacek, Lecturer
Rhetoric and Writing
PhD, University of Texas at Austin, 2015

Tetyana Pudrovsksa, Associate Professor
Sociology
PhD, University of Wisconsin-Madison, 2007

David G Quinto-Pozos, Associate Professor
Linguistics
PhD, University of Texas at Austin, 2002

Adam Thomas Rabinowitz, Associate Professor
Classics
PhD, University of Michigan-Ann Arbor, 2004

Megan Margaret Raby, Associate Professor
History
PhD, University of Wisconsin-Madison, 2012

Guy P Raffa, Associate Professor
French and Italian
PhD, Indiana University at Bloomington, 1991

Esther L Raizen, Associate Professor
Middle Eastern Studies
PhD, University of Texas at Austin, 1987

Dalpat Singh Rajpurohit, Assistant Professor
Asian Studies
MPhil, Jawaharlal Nehru University, 2008

Kelly Raley, Professor
Christie and Stanley E. Adams, Jr. Centennial Professorship in Liberal Arts
Sociology
PhD, University of Wisconsin-Madison, 1994

Manuel Ramirez III, Professor
Psychology
PhD, University of Texas at Austin, 1963

Silvia D Ramirez, Lecturer
Spanish and Portuguese
Licenciado, Nat University of Mexico, 1974

Franky L Ramont, Senior Lecturer
Linguistics
MA, University of Nebraska - Lincoln, 1997

Carlos E Ramos, Associate Professor
Geography and the Environment
PhD, Colorado State University, 2004

Mark Ravina, Professor
Mitsubishi Heavy Industries Chair in Japanese Studies
History
PhD, Stanford University, 1991

Kimberly L Ray, Research Assistant Professor
Psychology
PhD, Florida International University, 2014

Wayne A Rebhorn Jr, Professor
Mildred Hajek Vacek and John Roman Vacek Chair in English, in Honor of Professor Willet T. Conklin
English
PhD, Yale University, 1968

Robert L Reece, Assistant Professor
Sociology
PhD, Duke University, 2017

Cory A Reed, Associate Professor
Spanish and Portuguese
PhD, Princeton University, 1989

Denne N Reed, Associate Professor
Anthropology
PhD, State University of New York at Stony Brook, 2003

Lauretta Reeves, Associate Professor of Instruction
Psychology
PhD, Temple University, 1993

Roger William Reeves, Associate Professor
English
PhD, University of Texas at Austin, 2012

Mark Regnerus, Professor
Sociology
PhD, University of North Carolina at Chapel Hill, 2000
Pablo Reinoso-Andres, Lecturer
Spanish and Portuguese
MA, Universidad Internacional Menendez Pelayo, 2017

Ann M Repp, Associate Professor of Instruction
Psychology
PhD, University of Texas at Austin, 1994

Penne L Restad, Distinguished Senior Lecturer
History
PhD, University of Texas at Austin, 1993

Heather R Rice, Lecturer
Slavic and Eurasian Studies
PhD, Indiana University at Bloomington, 2015

Elizabeth Richmond-Garza, Associate Professor
English
PhD, Columbia University in the City of New York, 1992

Robin Vella Riehl, Lecturer
English
PhD, University of Texas at Austin, 2015

Andrew M Riggsby, Professor
Lucy Shoe Meritt Professorship in Classics
Classics
PhD, University of California-Berkeley, 1993

Brian E Roberts, Professor
Government
PhD, Washington University in St Louis, 1986

Jason Edward Roberts, Lecturer
Slavic and Eurasian Studies
PhD, University of Texas at Austin, 2017

Patricia Roberts-Miller, Professor
Rhetoric and Writing
PhD, University of California-Berkeley, 1985

Enrique R Rodriguez, Professor
Anthropology
PhD, University of Chicago, 2002

Nestor P Rodriguez, Professor
Sociology
PhD, University of Texas at Austin, 1984

Peter Gerald Roma, Adjunct Assistant Professor
Psychology
PhD, American University, 2008

Sergio Romero, Associate Professor
Spanish and Portuguese
PhD, University of Pennsylvania, 2006

Sonia Roncador, Associate Professor
Spanish and Portuguese
PhD, New York University, 1999

Lilia Rosas, Lecturer
History
Mexican American and Latina/o Studies
PhD, University of Texas at Austin, 2012

Christopher S Rose, Lecturer

History
PhD, University of Texas at Austin, 2019

Mary Rose, Associate Professor
Sociology
PhD, Duke University, 1998

Arlene Rosen, Professor
Anthropology
PhD, University of Chicago, 1985

Sharmila Rudrappa, Professor
Sociology
PhD, University of Wisconsin-Madison, 2001

John P Rumrich, Professor
Celanese Centennial Professorship
English
PhD, University of Virginia, 1981

Matthew R Russell, Lecturer
Rhetoric and Writing
PhD, University of Texas at Austin, 2009

Cinzia Russi, Associate Professor
French and Italian
PhD, University of Washington - Seattle, 2003

John N Rutledge, Adjunct Professor
Psychology
MD, University of Oklahoma Health Sciences Center, 1980

Donnie Johnson Sackey, Assistant Professor
Rhetoric and Writing
PhD, Michigan State University, East Lansing, 2013

Michael A Sadler, Senior Lecturer
Economics
PhD, University of Texas at Austin, 1997

Alan M Sager, Lecturer
Government
PhD, Northwestern University, 1971

Aysegul Sahin, Professor
Richard J. Gonzalez Regents Chair in Economic Progress Based on Freedom and Private Enterprise
Economics
PhD, University of Rochester, 2002

Richard M Sainsbury, Professor
Philosophy
DPhil, University of Oxford, 1970

Cesar A Salgado, Associate Professor
Spanish and Portuguese
PhD, Yale University, 1993

Aaron G Sandel, Assistant Professor
Anthropology
PhD, University of Michigan-Ann Arbor, 2017

Sahotra Sarkar, Professor
Philosophy
PhD, University of Chicago, 1989

Elizabeth D Scala, Professor
Ellen Clayton Garwood Centennial Professorship in Creative Writing #2
English
PhD, Harvard University, 1994

Joseph Christopher Schaub, Lecturer
Asian Studies
PhD, University of Maryland College Park, 1999

Beatriz E Schleppe, Lecturer
French and Italian
PhD, University of Texas at Austin, 2003

Helen Schneider, Lecturer
Economics
PhD, Cornell University, 2002

David M Schnyer, Professor
Psychology
PhD, University of Arizona, 1998

Miriam Schoenfield, Associate Professor
Philosophy
PhD, Massachusetts Institute of Technology, 2012

Nicole Iverson Schrag, Lecturer
English
PhD, University of Texas at Austin, 2019

Ana Schwartz, Assistant Professor
English
PhD, University of Pennsylvania, 2017

Eyal Seidemann, Professor
Psychology
PhD, Stanford University, 1998

Martha A Selby, Professor
Asian Studies
PhD, University of Chicago, 1994

Suzanne K Serif, Senior Lecturer
Anthropology
PhD, University of Texas at Austin, 1989

Sandro Sessarego, Associate Professor
Spanish and Portuguese
PhD, Ohio State U Main Campus, 2010

Gautami Hiru Shah, Senior Lecturer
Asian Studies
MS, Purdue University North Central Campus, 1988

Anousha Shahsavari, Lecturer
Middle Eastern Studies
MA, Shiraz University, 2005

Ahmed Shamim, Lecturer
Asian Studies
MA, City University of New York Graduate Center, 2011

Harel Shapira, Associate Professor
Sociology
PhD, Columbia University in the City of New York, 2010

Liza J Shapiro, Professor
Anthropology
PhD, State University of New York at Stony Brook, 1991

Daron R Shaw, Professor
Frank C. Erwin, Jr. Centennial Chair in State Government
Government
PhD, University of California-Los Angeles, 1994

Kenneth I Shine, Adjunct Professor
Plan II Honors
MD, Harvard University, 1961

Snehal A Shingavi, Associate Professor
English
PhD, University of California-Berkeley, 2008

Faegheh S Shirazi, Professor
Middle Eastern Studies
PhD, Ohio State U Main Campus, 1985

Ellenor Marguerite Shoemaker, Adjunct Associate Professor
French and Italian
PhD, University of Texas at Austin, 2009

Jason D Shumake, Research Assistant Professor
Psychology
PhD, University of Texas at Austin, 2004

David S Sibley, Professor
John T. Stuart III Centennial Professorship in Economics
Economics
PhD, Yale University, 1973

Maria Sidorkina, Assistant Professor
Slavic and Eurasian Studies
PhD, Yale University, 2017

Jenny Lee Singleton, Professor
Linguistics
PhD, University of Illinois at Urbana-Champaign, 1989

Melissa E Skidmore, Lecturer
French and Italian
PhD, University of Texas at Austin, 2005

Vasiliki Skreta, Professor
Economics
PhD, University of Pittsburgh, Pittsburgh Campus, 2001

Daniel T Slesnick, Professor
Economics
PhD, Harvard University, 1982

James Slotta, Assistant Professor
Anthropology
PhD, University of Chicago, 2012

Shelly Dale Smartt, Lecturer
Spanish and Portuguese
MA, Texas A&M University - Commerce, 1999

Rajka Smiljanic, Associate Professor
Linguistics
PhD, University of Illinois at Urbana-Champaign, 2002

Cherise Smith, Associate Professor
African and African Diaspora Studies
PhD, Stanford University, 2004

Christen Anne Smith, Associate Professor
African and African Diaspora Studies
Anthropology
PhD, Stanford University, 2007

Mark C Smith, Associate Professor
American Studies
PhD, University of Texas at Austin, 1980
Nicole Smith, Lecturer
Philosophy

PhD, Bowling Green State University, 2013
Tara A Smith, Professor
Philosophy

PhD, Johns Hopkins University, 1990
Jasper A Smits, Professor
Psychology

PhD, University of Texas at Austin, 2004
Laura Snyder, Lecturer
Germanic Studies
MA, University of Kentucky, 2012

Zeynep Somer-Topcu, Associate Professor
Government
PhD, University of California-Davis, 2009

Stephen M Sonnenberg, Professor of Instruction
Plan II Honors
MD, Yeshiva University, 1965

Roy Sorensen, Professor
Philosophy
PhD, Michigan State University, East Lansing, 1982

David Sosa, Professor
Philosophy
PhD, Princeton University, 1996

Bartholomew H Sparrow, Professor
Government
PhD, University of Chicago, 1991

Dean E Spears, Assistant Professor
Economics
PhD, Princeton University, 2013

Denise A Spellberg, Professor
History
PhD, Columbia University in the City of New York, 1989

Clay Spinuzzi, Professor
Rhetoric and Writing
PhD, Iowa State University, 1999

Dana Jalbert Stauffer, Associate Professor of Instruction
Government
PhD, University of Toronto, 2005

Devin A Stauffer, Professor
Government
PhD, Boston College, 1998

Evan Marc Stein, Lecturer
PhD, University of Texas at Austin, 2019

Ann Huff Stevens, Professor
David Bruton, Jr. Regents Chair in Liberal Arts Economics
PhD, University of Michigan-Ann Arbor, 1995

Kathleen C Stewart, Professor
Anthropology
PhD, University of Michigan-Ann Arbor, 1987

Jacob Stewart-Halevy, Assistant Professor
Anthropology
PhD, Yale University, 2015

Maxwell B Stinchcombe, Professor
E. C. McCarty Centennial Professorship
Economics
PhD, University of California-Berkeley, 1986

Michael B Stoff, Associate Professor
History
PhD, Yale University, 1977

Sandra B Straubhaar, Distinguished Senior Lecturer
Germanic Studies
PhD, Stanford University, 1982

Andrew Dale Straw, Lecturer
Slavic and Eurasian Studies
PhD, University of Texas at Austin, 2017

Galen Strawson, Professor
Chair in Philosophy
Philosophy
DPhil, University of Oxford, 1983

Deborah Streusand, Lecturer
English
PhD, University of Texas at Austin, 2019

Pauline T Strong, Professor
Anthropology
PhD, University of Chicago, 1992

Circe Dawn Sturm, Professor
Anthropology
PhD, University of California-Davis, 1997

Naoko Suito, Senior Lecturer
Asian Studies
PhD, University of Texas at Austin, 1991

Jeremi Suri, Professor
Mack Brown Distinguished Chair for Leadership in Global Affairs
History
PhD, Yale University, 2001

Madelin Sutherland-Meier, Associate Professor
Spanish and Portuguese
PhD, University of California-San Diego, 1983

Ryan James Swankie, Lecturer
French and Italian
PhD, University of Texas at Austin, 2018

William B Swann Jr, Professor
William Howard Beasley III Professorship in the Graduate School of Business
Psychology
PhD, University of Minnesota-Twin Cities, 1978

William S Swearingen, Lecturer
Sociology
PhD, University of Texas at Austin, 1997

Manuel D Tahay Gomez, Lecturer
Latin American Studies
HS/GED, 1979
Cynthia M Talbot, Professor
Asian Studies
History
PhD, University of Wisconsin-Madison, 1988

Midori Tanaka, Lecturer
Asian Studies
MA, University of Oregon, 1996

Eric Tang, Associate Professor
African and African Diaspora Studies
PhD, New York University, 2006

Rabun M Taylor, Professor
Floyd A. Cailloux Centennial Professorship
Classics
PhD, University of Minnesota-Twin Cities, 1997

Michael J Telch, Professor
Psychology
PhD, Stanford University, 1982

Wen-Hua Teng, Senior Lecturer
Asian Studies
PhD, University of Texas at Austin, 1990

Sean M Theriault, Professor
Government
PhD, Stanford University, 2001

Caroline Desiree Thomas, Associate Professor
Economics
MSc, University College London, 2004

Henry G Thomas Jr, Adjunct Assistant Professor
Plan II Honors
MAEd, Harvard University, 1974

John S Thompson, Lecturer
Economics
PhD, Auburn University, 1998

Lisa B Thompson, Professor
African and African Diaspora Studies
PhD, Stanford University, 2000

Shirley E Thompson, Associate Professor
African and African Diaspora Studies
American Studies
PhD, Harvard University, 2001

Katharine Allen Tillman, Assistant Professor
Psychology
PhD, University of California-San Diego, 2017

Paul A Tombarge, Professor-ROTC
Air Force Science
MA, Naval Postgraduate School, 2004

Almeida J Toribio, Professor
Spanish and Portuguese
PhD, Cornell University, 1993

Rebecca M Torres, Associate Professor
Geography and the Environment
PhD, University of California-Davis, 2000

Robert Town, Professor

James L. and Nancy Powell Centennial Professorship in American Economic Principles
Economics
PhD, University of Wisconsin Colleges, 1990

Stephen J Trejo, Professor
Economics
PhD, University of Chicago, 1988

Brian M Trinque, Lecturer
Economics
PhD, University of Texas at Austin, 1993

David M Tucker, Clinical Associate Professor
Psychology
PhD, University of Georgia, 1983

Elliot Max Tucker-Drob, Associate Professor
Psychology
PhD, University of Virginia, 2009

Jeffrey K Tulis, Professor
Government
PhD, University of Chicago, 1982

Alan Tully, Professor
Eugene C. Barker Centennial Professorship in American History
History
PhD, Johns Hopkins University, 1973

Matt W Turner, Lecturer
PhD, Yale University, 1991

Ann Twinam, Professor
Walter Prescott Webb Chair in History
History
PhD, Yale University, 1976

Michael Tye, Professor
Dallas TACA Centennial Professorship in the Liberal Arts
Philosophy
PhD, New York University, 1975

Debra J Umberson, Professor
Centennial Commission Professorship in the Liberal Arts #1
Sociology
PhD, Vanderbilt University, 1985

Deborah Unferth, Associate Professor
English
MFA, Syracuse University Main Campus, 1998

Mark K Updegrove, Lecturer
BA, University of Maryland College Park, 1984

Fred Valdez Jr, Professor
Anthropology
PhD, Harvard University, 1987

Gladys S Valdez, Lecturer
Psychology
PhD, University of Texas at Austin, 2007

Matthew T Valentine, Lecturer
Plan II Honors
MFA, New York University, 2003

Rebecca Anne Van Der Horst, Lecturer
Classics
<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Department</th>
<th>Institution/Year</th>
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<tbody>
<tr>
<td>PhD, University of Texas at Austin, 2019</td>
<td>PhD, University of Texas at Austin, 2011</td>
<td>Antonio L Vasquez, Lecturer</td>
</tr>
<tr>
<td>Vincent Vanderheijden</td>
<td>Lecturer</td>
<td>Germanic Studies</td>
</tr>
<tr>
<td>PhD, Michigan State University, East Lansing, 2013</td>
<td>PhD, Michigan State University, East Lansing, 2013</td>
<td>Pavithra Vasudevan, Assistant Professor</td>
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<tr>
<td>PhD, University of North Carolina at Chapel Hill, 2013</td>
<td>Priscilla Vaz, Lecturer</td>
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<td>African and African Diaspora Studies</td>
<td>Jean-Baptiste Velut, Visiting Associate Professor</td>
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<td>PhD, City University of New York Graduate Center, 2009</td>
<td>Maurizio Violi, Professor</td>
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<td>Government</td>
<td>PhD, European University Institute, 1985</td>
<td>Caitlin Von Liski, Lecturer</td>
</tr>
<tr>
<td>MS, University of Kansas Main Campus, 2010</td>
<td>Maria D Wade, Associate Professor</td>
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<td>Anthropology</td>
<td>PhD, University of Texas at Austin, 1998</td>
<td>Jayme M Walenta, Lecturer</td>
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<tr>
<td>Geography and the Environment</td>
<td>PhD, University of British Columbia, 2010</td>
<td>Edward L Walker, Adjunct Professor</td>
</tr>
<tr>
<td>Plan II Honors</td>
<td>MBA, Harvard University, 1967</td>
<td>Juliet E K Walker, Professor</td>
</tr>
<tr>
<td>History</td>
<td>PhD, University of Chicago, 1976</td>
<td>Patrick F Walter, Lecturer</td>
</tr>
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<td>African and African Diaspora Studies</td>
<td>PhD, State University of New York at Buffalo, 2012</td>
<td>Denton Walthall, Assistant Professor</td>
</tr>
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<td>Classics</td>
<td>PhD, Princeton University, 2013</td>
<td>Vincent Yat-Chung Wang, Adjunct Professor</td>
</tr>
<tr>
<td>Psychology</td>
<td>PhD, Baylor College of Medicine, 2003</td>
<td>Peter Ward, Professor</td>
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<tr>
<td>C. B. Smith, Sr. Centennial Chair in United States-Mexico Relations #1</td>
<td>Sociology</td>
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<tr>
<td>PhD, University of Liverpool, 1976</td>
<td>Amy M Ware, Lecturer</td>
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<tr>
<td>PhD, University of Texas at Austin, 2009</td>
<td>Anthony K Webster, Professor</td>
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<td>Anthropology</td>
<td>PhD, University of Texas at Austin, 2004</td>
<td>Stephen M Wechsler, Professor</td>
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<td>Linguistics</td>
<td>PhD, Stanford University, 1991</td>
<td>Alexander Ariel Weinreb, Professor</td>
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<td>Sociology</td>
<td>PhD, University of Pennsylvania, 2000</td>
<td>Abigail Weitzman, Assistant Professor</td>
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<td>Government</td>
<td>PhD, New York University, 2015</td>
<td>Rachel Wellhausen, Associate Professor</td>
</tr>
<tr>
<td>PhD, Massachusetts Institute of Technology, 2012</td>
<td>Bruce Wells, Associate Professor</td>
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<td>Middle Eastern Studies</td>
<td>PhD, Johns Hopkins University, 2003</td>
<td>Alexandra K Wettlaufer, Professor</td>
</tr>
<tr>
<td>Stuart W. Stedman Director’s Chair in Plan II, Hayden W. Head Regents</td>
<td>French and Italian</td>
<td></td>
</tr>
<tr>
<td>Chair in the Plan II Honors Program</td>
<td>PhD, Columbia University in the City of New York, 1993</td>
<td>Kurt G Weyland, Professor</td>
</tr>
<tr>
<td>Mike Hogg Professorship in Liberal Arts</td>
<td>Language</td>
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<tr>
<td>Government</td>
<td>PhD, Stanford University, 1991</td>
<td>Deborah E White, Senior Lecturer</td>
</tr>
<tr>
<td>Linguistics</td>
<td>MA, Gallaudet University, 1993</td>
<td>Stephen A White, Professor</td>
</tr>
<tr>
<td>Classics</td>
<td>PhD, University of California-Berkeley, 1987</td>
<td>Sarah Jey Whitehead, Lecturer</td>
</tr>
<tr>
<td>Spanish and Portuguese</td>
<td>PhD, University of Texas at Austin, 2014</td>
<td>Justin T Wilcox, Assistant Professor-ROTC</td>
</tr>
<tr>
<td>Military Science</td>
<td>MBA, Webster University, 2018</td>
<td>Evgenia Mikhaylova Wilkins, Lecturer</td>
</tr>
<tr>
<td>Slavic and Eurasian Studies</td>
<td>PhD, University of Texas at Austin, 2017</td>
<td>Lynn R Wilkinson, Associate Professor</td>
</tr>
<tr>
<td>Germanic Studies</td>
<td>PhD, University of California-Berkeley, 1983</td>
<td>Jennifer M Wilks, Associate Professor</td>
</tr>
<tr>
<td>English</td>
<td>PhD, Cornell University, 2003</td>
<td>Christine L Williams, Professor</td>
</tr>
<tr>
<td>Sociocultural Studies</td>
<td>PhD, University of California-Berkeley, 1986</td>
<td>Nina C Wilson, Clinical Assistant Professor</td>
</tr>
</tbody>
</table>
Michael B Winship, Professor
Iris Howard Regents Professorship in English Literature #2
English
DPhil, University of Oxford, 1990

William J Winslade, Adjunct Professor
Philosophy
PhD, Northwestern University, 1967

Traci-ann Simone patrice Wint, Lecturer
African and African Diaspora Studies
MA, University of Texas at Austin, 2012

Thomas E Wiseman, Professor
Economics
PhD, Northwestern University, 2001

Christopher Wlezien, Professor
Mike Hogg Professorship in Government
Government
PhD, University of Iowa, 1989

Hannah Chapelle Wojciehowski, Professor
Arthur J. Thaman and Wilhelmina Dore' Thaman Endowed Professorship in English #2
English
PhD, Yale University, 1984

Michael Scott Wolford, Professor
Government
PhD, Emory University, 2008

Helena Woodard, Associate Professor
English
PhD, University of North Carolina at Chapel Hill, 1991

Anthony C Woodbury, Professor
Jesse H. Jones Regents Professorship in Liberal Arts
Linguistics
PhD, University of California-Berkeley, 1981

Paul B Woodruff, Professor
Darrell K Royal Regents Professorship in Ethics and American Society
Philosophy
PhD, Princeton University, 1973

Marjorie C Woods, Professor
Sue Goldston Leberman Endowed Professorship in Liberal Arts
English
PhD, University of Toronto, 1977

Jacqueline D Woolley, Professor
Psychology
PhD, University of Michigan-Ann Arbor, 1990

Fu Lye Woon, Clinical Assistant Professor
Psychology
PhD, Brigham Young University, 2010

Amy Nathan Wright, Lecturer
PhD, University of Texas at Austin, 2007

Tracy A Wuster, Assistant Professor of Instruction
PhD, University of Texas at Austin, 2011

Charters S Wynn, Associate Professor
History
PhD, Stanford University, 1987

Michael Francis Wynne Jr, Senior Lecturer
Linguistics
MA, Gallaudet University, 2005

Raelene C Wyse, Lecturer
Spanish and Portuguese
PhD, University of Texas at Austin, 2018

Haiqing Xu, Associate Professor
Economics
PhD, Pennsylvania State University Park, 2011

Shohko Yanagisawa, Lecturer
Asian Studies
MA, Purdue University Main Campus, 2014

Li Yang, Lecturer
Asian Studies
PhD, University of Texas at Austin, 2010

Tal Yarkoni, Research Associate Professor
Psychology
PhD, Washington University in St Louis, 2009

David Scott Yeager, Associate Professor
Psychology
PhD, Stanford University, 2011

Philip Young Yoo, Lecturer
DPhil, University of Oxford, 2014

Dean H Young, Professor
William S. Livingston Endowed Chair in Writing
English
MFA, Indiana University at Bloomington, 1984

Hershini Young, Professor
African and African Diaspora Studies
PhD, University of California-Berkeley, 1999

Kenneth R Young, Professor
Geography and the Environment
PhD, University of Colorado at Boulder, 1990

Michael P Young, Professor
Sociology
PhD, New York University, 2000

Emilio Zamora, Professor
History
PhD, University of Texas at Austin, 1983

Maria Del pilar Zazueta, Lecturer
Latin American Studies
PhD, Columbia University in the City of New York, 2011

Anastasia Zervou, Lecturer
Economics
PhD, Washington University in St Louis, 2009

Gabrielle R Zuniga, Assistant Professor-ROTC
Air Force Science
MBA, Liberty University, 2016
College of Natural Sciences Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Scott J Aaronson, Professor
Computer Science
PhD, University of California-Berkeley, 2004

Sarah Anne Abraham, Assistant Professor of Instruction
Computer Science
PhD, University of Texas at Austin, 2015

Liliana A Alba, Assistant Professor of Instruction
MEd, University of Texas at Austin, 2018

Richard W Aldrich, Professor
Karl Folkers Chair in Interdisciplinary Biomedical Research II
Neuroscience
PhD, Stanford University, 1980

Daniel J Allcock, Professor
Mathematics
PhD, University of California-Berkeley, 1996

Kelli Rae Allen, Assistant Professor of Practice
MS, Pittsburg State University, 1998

Albert T Almanza, Specialist
Chemistry
BS, University of Texas at Austin, 2014

Jose R Alvarado, Assistant Professor
Physics
PhD, Vrije Universiteit Amsterdam, 2013

Timothy R Andeen Jr, Assistant Professor
Physics
PhD, Northwestern University, 2008

Brian R Anderson, Assistant Professor of Instruction
Chemistry
PhD, University of Texas at Austin, 1994

Eric V Anslyn, Professor
Welch Regents Chair in Chemistry
Chemistry
PhD, California Institute of Technology, 1988

Dhivya Arasappan, Assistant Professor of Practice
MS, Virginia Commonwealth University, 2007

Todd J Arbo gast, Professor
W. A. Tex Moncrief, Jr. Distinguished Professorship in Computational Engineering and Sciences - Applied Mathematics
Mathematics
PhD, University of Chicago, 1987

Taft E Armandroff, Professor
Frank and Susan Bash Endowed Chair for the Director of McDonald Observatory
Astronomy
PhD, Yale University, 1988

Carrie Michelle Arnold, Lecturer
Statistics and Data Sciences
MS, Ball State University, 2009

Nigel S Atkinson, Professor
Neuroscience
PhD, Pennsylvania State University Main Campus, 1986

Jennifer Austin, Associate Professor of Instruction
Mathematics
MS, Florida State University, 2002

Francois Baccelli, Professor
Simons Chair in Mathematics and Electrical and Computer Engineering
Mathematics
These d'Etat, Universite de Paris XI, Paris-Sud, 1983

Joshua Dana Baer, Adjunct Assistant Professor
Computer Science
BS, Carnegie Mellon University, 1999

Dia Nicholson Bagchi, Assistant Professor of Practice
PhD, University of Texas at Austin, 2016

Carlos R Baiz, Assistant Professor
Chemistry
PhD, University of Michigan-Ann Arbor, 2011

Chandrajit L Bajaj, Professor
CAM Chair in Visualization
Computer Science
PhD, Cornell University, 1984

Brett J Baker, Assistant Professor
Marine Science
PhD, University of Michigan-Ann Arbor, 2014

Dana Harry Ballard, Professor
Computer Science
PhD, University of California-Irvine, 1974

Zuzana Baranova, Assistant Professor of Instruction
Chemistry
PhD, Texas A & M University, 2017

Allen J Bard, Professor
Norman Hackerman - Welch Regents Chair in Chemistry
Chemistry
PhD, Harvard University, 1958

Matthew J Barnett, Specialist
Chemistry
BS, University of Texas at Austin, 2018

Don S Batory, Professor
David Bruton, Jr. Centennial Professorship in Computer Sciences #1
Computer Science
PhD, University of Toronto, 1981

Angela Chappell Beasley, Assistant Professor of Instruction
Computer Science
MS, George Washington University, 2007

Josh T Beckham, Associate Professor of Practice
PhD, Vanderbilt University, 2008

William Beckner, Professor
Paul V. Montgomery Centennial Memorial Professorship in Mathematics
Mathematics
PhD, Princeton University, 1975

David D Ben-Zvi, Professor
Mathematics
PhD, Harvard University, 1999
John Berman, Instructor
Mathematics
PhD, University of Virginia, 2018
Katherine A Biberdorf, Associate Professor of Instruction
Chemistry
PhD, University of Texas at Austin, 2014
Christopher Biggs, Lecturer
Marine Science
PhD, University of Texas at Austin, 2019
Joydeep Biswas, Assistant Professor
Computer Science
PhD, Carnegie Mellon University, 2014
George D Bittner, Professor
Neuroscience
PhD, Stanford University, 1967
Kirk D Blazek, Assistant Professor of Instruction
Mathematics
PhD, University of Washington - Seattle, 2006
Lauren Alexandra Blondeau, Assistant Professor of Instruction
Statistics and Data Sciences
PhD, University of Texas at Austin, 2014
Andrew Justin Blumberg, Professor
Mathematics
PhD, University of Chicago, 2005
James Bornholt, Assistant Professor
Computer Science
PhD, University of Washington - Seattle, 2019
Anne Dara Bowen, Lecturer
Computer Science
PhD, Universitat Zurich, 2011
Lewis P Bowen, Professor
Mathematics
PhD, University of Texas at Austin, 2002
Brendan Peter Bowler, Assistant Professor
Astronomy
PhD, University of Hawaii at Manoa, 2013
Michael Boylan-Kolchin, Associate Professor
Astronomy
PhD, University of California-Berkeley, 2006
Michel Breger, Adjunct Professor
Astronomy
PhD, University of California-Berkeley, 1969
Boris Breizman, Research Professor
Physics
PhD, Budker Institute of Nuclear Physics, 1978
Jennifer S Brodbelt, Professor
Rowland Pettit Centennial Chair in Chemistry
Chemistry
PhD, Purdue University Main Campus, 1988
Volker Bromm, Professor
Josey Centennial Professorship in Astronomy

Astronomy
PhD, Yale University, 2000
Deanna Buckley, Associate Professor of Practice
PhD, University of Texas at Austin, 2010
William C Bulko, Assistant Professor of Instruction
Computer Science
PhD, University of Texas at Austin, 1989
Peter Burton, Instructor
Mathematics
PhD, California Institute of Technology, 2017
Edward J Buskey, Professor
Marine Science
PhD, University of Rhode Island, 1983
Elena Caceres, Associate Professor
Physics
PhD, University of Texas at Austin, 1996
Luis A Caffarelli, Professor
Sid W. Richardson Foundation Regents Chair in Mathematics #1
Mathematics
PhD, University of Buenos Aires, 1972
Catherine Calder, Professor
Astronomy
PhD, University of California-Los Angeles, 1977
Caitlin M Casey, Assistant Professor
Astronomy
PhD, University of Cambridge, 2011
Gustavo E Cepparo, Assistant Professor of Instruction
Mathematics
MS, Kansas State University, 1999
Siddhartha Chatterjee, Professor of Instruction
Computer Science
PhD, Carnegie Mellon University, 1991
Swarat Chaudhuri, Associate Professor
Computer Science
PhD, University of Pennsylvania, 2007
James R Chelikowsky, Professor
W. A. Tex Moncrief, Jr. Chair in Computational Materials
Physics
PhD, University of California-Berkeley, 1975
Ke Chen, Instructor
Mathematics
MA, University of Wisconsin-Madison, 2016
Thomas Chen, Professor
Mathematics
PhD, Swiss Federal Institute of Technology, 2001
Antonia Chimonidou, Assistant Professor of Practice
Physics
PhD, University of Texas at Austin, 2009
Yae In Cho, Specialist
Chemistry
PhD, University of Texas at Austin, 2018
Eunsol Choi, Assistant Professor
Computer Science
MS, University of Washington - Seattle, 2015
Jacky Chong, Instructor
Mathematics
PhD, University of Maryland College Park, 2019
Mirela Ciperiani, Associate Professor
Mathematics
PhD, Princeton University, 2006
David Clark, Assistant Professor of Instruction
Mathematics
PhD, McGill University, 1992
Gregory B Clark, Distinguished Senior Lecturer
PhD, University of Texas at Austin, 1992
William D Cochran, Research Professor
Astronomy
PhD, Princeton University, 1976
Shirley Cohen, Adjunct Assistant Professor
Computer Science
MS, University of Pennsylvania, 2007
William R Coker, Professor
Physics
PhD, University of Georgia, 1966
Laura Lee Colgin, Associate Professor
Neuroscience
PhD, University of California-Irvine, 2003
Sarah M Collins, Assistant Professor of Instruction
Statistics and Data Sciences
PhD, University of Texas at Austin, 2010
Christopher Scott Connelly, Assistant Professor of Instruction
MEd, University of Texas at Austin, 2006
William R Cook, Associate Professor
Computer Science
PhD, Brown University, 1989
Sara Louise Corson, Assistant Professor of Instruction
PhD, University of Virginia, 2011
Tara Theresa Craig, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 2015
Richard M Crooks, Professor
The Robert A. Welch Chair in Chemistry (Materials Chemistry)
Chemistry
PhD, University of Texas at Austin, 1987
Milica Cudina, Assistant Professor of Practice
Mathematics
PhD, Carnegie Mellon University, 2006
Kathryn Dabbs, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 2017
Jeffrey E Danciger, Assistant Professor
Mathematics
PhD, Stanford University, 2011
Mark L Daniels, Professor of Practice
Mathematics
EdD, Walden University, 2007
Katherine M Davis, Associate Professor
Mathematics
PhD, Cornell University, 1974
Alejandro L De Lozanne, Professor
Physics
PhD, Stanford University, 1982
Alexander A Demkov, Professor
Physics
PhD, Arizona State University Main, 1995
Lauren J DePue Ward, Assistant Professor of Practice
PhD, University of Texas at Austin, 2013
Tom James Devitt, Assistant Professor of Practice
PhD, University of California-Berkeley, 2010
Inderjit S Dhillon, Professor
Gottesman Family Centennial Professorship in Computer Sciences
Computer Science
PhD, University of California-Berkeley, 1997
Robert Wayne Dickey, Professor
Nancy Lee and Perry R. Bass Regents Chair in Marine Science
Marine Science
PhD, Southern Illinois University Carbondale, 1984
Duane A Dicus, Professor
Physics
PhD, University of California-Los Angeles, 1968
Isil Dillig, Associate Professor
Computer Science
PhD, Stanford University, 2011
Harriet L Dinerstein, Professor
Astronomy
PhD, University of California-Santa Cruz, 1980
Jacques Distler, Professor
Physics
PhD, Harvard University, 1987
Todd Ditmire, Professor
Physics
PhD, University of California-Davis, 1995
Lauren K Dobbs, Assistant Professor
Neuroscience
PhD, Oregon Health and Science University, 2012
Ryan Doonan, Assistant Professor of Practice
PhD, University of Illinois at Chicago, 2006
Michael Wayne Downer, Professor
Professorship in Physics #2
Physics
PhD, Harvard University, 1983
Glenn P Downing, Assistant Professor of Instruction
Computer Science
MS, Massachusetts Institute of Technology, 1977

Justin Michael Dragna, Assistant Professor of Instruction
Chemistry
PhD, University of Texas at Austin, 2011

Michael Drew, Associate Professor
Neuroscience
PhD, Columbia University in the City of New York, 2004

Juliana Rebecca Duncan, Assistant Professor of Practice
PhD, University of Texas at Austin, 2015

Dennis P Dunn, Assistant Professor of Practice
PhD, University of Texas at Austin, 2002

Kenneth H Dunton, Professor
Marine Science
PhD, University of Alaska Fairbanks, 1985

Gregory C Durrett, Assistant Professor
Computer Science
PhD, University of California-Berkeley, 2016

Anthony Greg Dylla, Assistant Professor of Practice
PhD, University of Maryland College Park, 2009

Victor L Eijkhout, Lecturer
Statistics and Data Sciences
PhD, Radboud Universiteit Nijmegen, 1990

Ron Elber, Professor
W. A. Tex Moncrief, Jr. Chair in Computational Life Sciences and Biology
Chemistry
PhD, Hebrew University, 1985

Pamela Garrison Elias, Associate Professor of Practice
MED, University of Texas at Austin, 1993

Michael Endl, Lecturer
Astronomy
PhD, University of Vienna, 2001

Bjorn Engquist, Professor
CAM Chair I
Mathematics
PhD, Uppsala University, 1969

Deana L Erdner, Associate Professor
Marine Science
PhD, Massachusetts Institute of Technology, 1997

Brad Erisman, Assistant Professor
Marine Science
PhD, University of California-San Diego, 2008

James L Erskine, Professor
Trull Centennial Professorship in Physics #2
Physics
PhD, University of Washington - Seattle, 1972

Andrew Jerome Esbaugh, Associate Professor
Marine Science
PhD, Queens University, 2005

Alexandra A Eusebi, Assistant Professor of Practice
PhD, University of California-Los Angeles, 1996

Richard Todd Evans, Lecturer
Statistics and Data Sciences
PhD, University of Illinois at Urbana-Champaign, 2008

Fatima H Fakhreddine, Professor of Instruction
Chemistry
PhD, University of Texas at Austin, 1999

Gregory A Fiete, Professor
Physics
PhD, Harvard University, 2003

Keely Delain Finkelstein, Assistant Professor of Instruction
Astronomy
PhD, Ecole Nationale de Aviation Civile, 2008

Steven Lyle Finkelstein, Associate Professor
Astronomy
PhD, Arizona State University Main, 2008

Willy Fischler, Professor
Jane and Roland Blumberg Centennial Professorship in Physics
Physics
PhD, Vrije Universiteit Brussel, 1976

Jillian Rose Fisher, Specialist
Mathematics
BA, University of Texas at Austin, 2015

Richard Fitzpatrick, Professor
Physics
PhD, University of Sussex, 1988

Conrad R Fjetland, Lecturer
Chemistry
PhD, New Mexico Institute of Mining and Technology, 1998

Ernst-Ludwig Florin, Associate Professor
Physics
PhD, Technische Universitat Munchen/Munich, 1995

Fares Z Fraij, Assistant Professor of Instruction
Computer Science
PhD, University of Texas at El Paso, 2005

Daniel S Freed, Professor
Mildred Caldwell and Baine Perkins Kerr Centennial Professorship in Mathematics
Mathematics
PhD, University of California-Berkeley, 1985

Katherine Freese, Professor
Jeff and Gail Kodosky Endowed Chair in Physics
Physics
PhD, University of Chicago, 1984

Rachel Kesler Friedman, Specialist
Chemistry
BS, University of Texas at Austin, 2017

Atlantic Yvonne Frost, Specialist
Chemistry
BS, Northeastern Illinois University, 2015

Lee A Fuiman, Professor
Perry R. Bass Chair in Fisheries and Mariculture
Marine Science
PhD, University of Michigan-Ann Arbor, 1983

Donald S Fussell, Professor
Trammell Crow Regents Professorship in Computer Science
Computer Science
PhD, University of Texas at Dallas, 1980
Anna Gal, Professor
Computer Science
PhD, University of Chicago, 1995
Cherish Marissa Gallegos, Specialist
Chemistry
BS, Northern Arizona University, 2018
Irene M Gamba, Professor
W. A. Tex Moncrief, Jr. Chair in Computational Engineering and Sciences
Mathematics
PhD, University of Chicago, 1989
Derek Ryan Garza, Specialist
Chemistry
BS, University of Texas at Austin, 2019
Karl Gebhardt, Professor
Herman and Joan Suit Professorship in Astrophysics
Astronomy
PhD, Rutgers the State University of New Jersey New Brunswick Campus, 1994
Charles Gee Jr, Assistant Professor of Instruction
MEd, University of Texas at Austin, 2019
Kenneth W Gentle, Professor
Physics
PhD, Massachusetts Institute of Technology, 1966
Jordan Gerton, Visiting Professor
Physics
PhD, Rice University, 2001
Ahmed Gheith, Adjunct Professor
Computer Science
PhD, Georgia Institute of Technology, 1990
John E Gilbert, Professor
Mathematics
PhD, University of Oxford, 1963
Feliciano Giustino, Professor
Physics
PhD, Swiss Federal Institute of Technology, Lausanne, 2005
Austin M Gleeson, Professor
Physics
PhD, University of Pennsylvania, 1965
Paul Goldbart, Professor
Robert E. Boyer Chair in Natural Sciences, Mary Ann Rankin Leadership
Chair for the College of Natural Sciences
Physics
PhD, Imperial College London, 1985
Nace L Golding, Professor
Neuroscience
PhD, University of Wisconsin-Madison, 1996
Marcel Goldschen, Assistant Professor
Neuroscience
PhD, University of Wisconsin-Madison, 2009
Robert E Gompf, Professor
Jane and Roland Blumberg Centennial Professorship in Mathematics
Mathematics
PhD, University of California-Berkeley, 1984
Antonio Gonzalez III, Associate Professor of Practice
PhD, University of Texas at Austin, 2008
Oscar Gonzalez, Professor
Mathematics
PhD, Stanford University, 1996
Cameron M Gordon, Professor
Sid W. Richardson Foundation Regents Chair in Mathematics #2
Mathematics
PhD, University of Cambridge, 1971
Vernita Gordon, Associate Professor
Physics
PhD, Harvard University, 2003
Mohamed G Gouda, Professor
Mike A. Myers Centennial Professorship in Computer Sciences
Computer Science
PhD, University of Waterloo, 1977
Kristen L Grauman, Professor
Professorship in Computer Sciences #4
Computer Science
PhD, Massachusetts Institute of Technology, 2006
Maria Pia Pia Gualdani, Associate Professor
Mathematics
PhD, Johannes Gutenberg Universitat Mainz, 2005
Ronny Hadani, Associate Professor
Mathematics
PhD, Tel Aviv University, 2006
Amanda Hager, Associate Professor of Instruction
Mathematics
PhD, University of Iowa, 2010
Joseph Hannan, Specialist
Chemistry
BS, University of Texas at Austin, 2019
Anne K Hansen, Lecturer
PhD, University of Texas at Austin, 2004
Amber Hardison, Assistant Professor
Marine Science
PhD, College of William and Mary, 2010
Susan C Harkins, Assistant Professor of Instruction
EdD, University of Pittsburgh, Pittsburgh Campus, 1998
Shinko K Harper, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 1997
Kristen M Harris, Professor
Neuroscience
PhD, Northeastern Ohio Universities College of Medicine, 1982
R A Harris, Professor
M. June and J. Virgil Waggoner Chair in Molecular Biology
Neuroscience
PhD, University of North Carolina at Chapel Hill, 1973
Justin W Hart, Assistant Professor of Practice
PhD, Yale University, 2014

Kristin E Harvey, Associate Professor of Instruction
Statistics and Data Sciences
PhD, University of Texas at Austin, 2013

Keith Hawkins, Assistant Professor
Astronomy
PhD, University of Cambridge, 2016

Richard D Hazeltine, Professor
Physics
PhD, University of Michigan-Ann Arbor, 1968

Bjorn Hegelich, Associate Professor
Physics
PhD, Ludwig-Maximilians-Universitat Munchen, 2002

Daniel J Heinzen, Professor
The Fondren Foundation Centennial Chair in Physics
Physics
PhD, Massachusetts Institute of Technology, 1988

Raymond C Heitmann, Professor
Mathematics
PhD, University of Wisconsin-Madison, 1974

Graeme Andrew Henkelman, Professor
George W. Watt Centennial Professorship
Chemistry
PhD, University of Washington - Seattle, 2001

Thushani Herath, Assistant Professor of Instruction
Chemistry
PhD, Wayne State University, 2015

Robert Herman, Specialist
Chemistry
BS, Fort Lewis College, 2019

Steven Vincent Hernandez, Assistant Professor of Instruction
Statistics and Data Sciences
MSStat, University of Texas at Austin, 2015

Matthew A Hersh, Assistant Professor of Instruction
Statistics and Data Sciences
PhD, University of Kentucky, 2007

Gary J Hill, Research Professor
Astronomy
PhD, University of Hawaii at Hilo, 1988

Jo Anne C Holley, Assistant Professor of Practice
PhD, University of Illinois at Urbana-Champaign, 2015

Tepera R Holman, Assistant Professor of Instruction
MEd, University of Texas at Austin, 2009

Kyong Joo Hong, Assistant Professor of Instruction
Statistics and Data Sciences
MA, University of Texas at Austin, 2013

Mackenzie A Howard, Research Assistant Professor
Neuroscience
PhD, University of Washington - Seattle, 2008

Qixing Huang, Assistant Professor
Computer Science
PhD, Stanford University, 2012

Alexander C Huk, Professor
Raymond Dickson Centennial Professorship #2
Neuroscience
PhD, Stanford University, 2001

Kami Hull, Associate Professor
Chemistry
PhD, University of Michigan-Ann Arbor, 2009

Simon M Humphrey, Associate Professor
Chemistry
PhD, University of Cambridge, 2006

Warren A Hunt Jr, Professor
Computer Science
PhD, University of Texas at Austin, 1985

Alexander Huth, Assistant Professor
Computer Science
Neuroscience
PhD, University of California-Berkeley, 2013

Elizabeth Ilardi, Assistant Professor of Practice
PhD, University of California-Santa Barbara, 2011

Philip Isett, Professor
Mathematics
PhD, Princeton University, 2013

Arie Israel, Assistant Professor
Mathematics
PhD, Princeton University, 2011

Kate Jushchenko, Associate Professor
Mathematics
PhD, Texas A & M University, 2011

Brent L Iverson, Professor
Warren J. and Viola Mae Raymer Professorship
Chemistry
PhD, California Institute of Technology, 1988

Daniel T Jaffe, Professor
Jane and Roland Blumberg Centennial Professorship in Astronomy
Astronomy
PhD, Harvard University, 1981

Akanksha Jain, Lecturer
Computer Science
PhD, University of Texas at Austin, 2016

Frank Siegfried Jenko, Adjunct Professor
Physics
PhD, Technische Universitat Munchen/Munich, 1998

Shardha Jogee, Professor
Rex G. Baker, Jr. and McDonald Observatory Centennial Research
Professorship in Astronomy
Astronomy
PhD, Yale University, 1999

Chand T John, Assistant Professor of Instruction
Computer Science
PhD, Stanford University, 2012

Spencer Owen Johnson, Specialist
Mathematics
BA, Pomona College, 2014
Travis H Johnson, Specialist
Chemistry
MS, University of Texas at Austin, 2007

Daniel Johnston, Professor
Karl Folkers Chair in Interdisciplinary Biomedical Research
Neuroscience
PhD, Duke University, 1974

Richard A Jones, Professor
Chemistry
PhD, University of London, 1978

Greyson Miller Kale, Specialist
Chemistry
MS, University of Texas at Austin, 2019

Vadim Kaplunovsky, Professor
Physics
PhD, Tel Aviv University, 1984

Sean M Keel, Professor
Mathematics
PhD, University of Chicago, 1989

Becky Kester, Lecturer
MEd, University of Texas at Austin, 2011

John W Keto, Professor
Physics
PhD, University of Wisconsin-Madison, 1972

Keenan J Kidwell, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 2014

Can Kilic, Associate Professor
Physics
PhD, Harvard University, 2006

Se Yong Kim, Specialist
Chemistry
BS, University of Texas at Austin, 2015

Lynn E Kirby, Assistant Professor of Practice
MLibArts, St Edward's University, 2007

Adam Richard Klivans, Professor
Computer Science
PhD, Massachusetts Institute of Technology, 2002

Daniel F Knopf, Professor
Mathematics
PhD, University of Wisconsin-Milwaukee, 1999

Hans A Koch, Professor
Mathematics
PhD, University of Geneva, 1979

Lars Koesterke, Lecturer
Statistics and Data Sciences
PhD, Christian Albrecht University of Kiel, 1994

Philipp Kraehenbuehl, Assistant Professor
Computer Science
PhD, Stanford University, 2014

Adam Levi Kraus, Associate Professor
Astronomy
PhD, California Institute of Technology, 2009

Rostyslav Kravchenko, Assistant Professor of Instruction
Mathematics
PhD, Texas A & M University, 2010

Michael J Krische, Professor
The Robert A. Welch Chair in Science
Chemistry
PhD, Stanford University, 1997

Devdatta Kulkarni, Assistant Professor of Instruction
Computer Science
PhD, University of Minnesota-Twin Cities, 2009

Pawan Kumar, Professor
Edward Randall, Jr., M.D. Centennial Professorship in Astronomy
Astronomy
PhD, California Institute of Technology, 1988

Brian La Cour, Clinical Assistant Professor
PhD, University of Texas at Austin, 2000

Lance Andrew Labun, Assistant Professor of Instruction
Physics
PhD, University of Arizona, 2011

Matthew Ladue, Specialist
MA, University of Texas at Austin, 2017

Laurent Lafleche, Instructor
Mathematics
MS, Universite Pierre et Marie Curie, 2016

Keji Lai, Associate Professor
Physics
PhD, Princeton University, 2006

Karen M Landolt, Assistant Professor of Instruction
Computer Science
JD, Northeastern University, 2000

Karol Lang, Professor
Jane and Roland Blumberg Professorship in Physics
Physics
PhD, University of Rochester, 1985

David A Laude, Professor
Chemistry
PhD, University of California-Riverside, 1984

Xiaojin Li, Professor
Physics
PhD, University of Michigan-Ann Arbor, 2003

Calvin Lin, Professor
William David Blunk Memorial Professorship
Computer Science
PhD, University of Washington - Seattle, 1992

Antonio Linero, Assistant Professor
Statistics and Data Sciences
PhD, University of Florida, 2015

Rama T Lingham, Adjunct Associate Professor
Statistics and Data Sciences
PhD, Purdue University Main Campus, 1985

Rudolf Lioutikov, Assistant Professor of Practice
Neuroscience
MD, Stanford University, 1979

John C Meth, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 2010

Pedro Metola, Clinical Assistant Professor
PhD, University of Texas at Austin, 2013

S J Mihic, Associate Professor
Neuroscience
PhD, University of Toronto, 1992

Risto P Miikkulainen, Professor
Computer Science
PhD, University of California-Los Angeles, 1990

Kent F Milfeld, Lecturer
Statistics and Data Sciences
PhD, University of Texas at Austin, 1983

Charles D Mills, Assistant Professor of Instruction
Mathematics
PhD, University of Houston, 2017

Dong-Ha Min, Assistant Professor of Instruction
Marine Science
PhD, University of California-San Diego, 1999

Zachary L Miner, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 2011

Daniel P Miranker, Professor
Computer Science
PhD, Columbia University in the City of New York, 1987

Dennis Michael Mishler, Assistant Professor of Practice
PhD, Yale University, 2009

Lauren A Mitchell, Specialist
Chemistry
PhD, University of Texas at Austin, 2014

Shyamal K Mitra, Associate Professor of Instruction
Computer Science
PhD, University of Texas at Austin, 1988

Ayat Mohammed, Lecturer
Computer Science
PhD, Virginia Polytechnic Institute and State University, 2017

Aloysius K Mok, Professor
Quincy Lee Centennial Professorship in Computer Science
Computer Science
PhD, Massachusetts Institute of Technology, 1983

Michael H Montgomery, Assistant Professor of Practice
PhD, University of Texas at Austin, 1998

Raymond J Mooney, Professor
Professorship in Computer Sciences #3
Computer Science
PhD, University of Illinois at Urbana-Champaign, 1987

Elizabeth L Morgan, Assistant Professor of Instruction
MS, University of Texas at Austin, 2019

Hitoshi Morikawa, Associate Professor
Neuroscience
PhD, Kyoto University, 1999

Caroline V Morley, Assistant Professor
Astronomy
PhD, University of California-Santa Cruz, 2016

Philip J Morrison, Professor
Physics
PhD, University of California-San Diego, 1979

Dana Hadar Moshkovitz aaronson, Associate Professor
Computer Science
PhD, Weizmann Institute of Science, 2008

Peter Mueller, Professor
Mathematics
Statistics and Data Sciences
PhD, Purdue University Main Campus, 1991

Micah Murphy, Specialist
Chemistry
BS, University of Texas at Austin, 2019

Margaret E Myers, Lecturer
Statistics and Data Sciences
PhD, University of Maryland College Park, 1988

Ian Michael Nauhaus, Assistant Professor
Neuroscience
PhD, University of California-Los Angeles, 2008

Joseph Neeman, Assistant Professor
Mathematics
PhD, University of California-Berkeley, 2013

Sarah Nguyen, Specialist
Chemistry
BS, University of Texas at Austin, 2019

Joel H Nibert, Assistant Professor of Instruction
Mathematics
PhD, University of Southern California, 2012

Scott David Niekum, Assistant Professor
Computer Science
PhD, University of Massachusetts, 2013

Seth James Nielson, Adjunct Assistant Professor
Computer Science
PhD, Rice University, 2010

Hiroshi Nishiyama, Associate Professor
Neuroscience
PhD, Kyoto University, 2002

Qian Niu, Professor
Sid W. Richardson Foundation Regents Chair in Physics #3
Physics
PhD, University of Washington - Seattle, 1985

Alison N Norman, Associate Professor of Instruction
Computer Science
PhD, University of Texas at Austin, 2010

Gordon S Novak Jr, Professor
Computer Science
PhD, University of Texas at Austin, 1976

Amanda M Oakley, Specialist
Chemistry
BS, University of Texas at Austin, 2018
Stella Offner, Assistant Professor
Astronomy
PhD, University of California-Berkeley, 2009
Peter Onyisi, Associate Professor
Physics
PhD, Cornell University, 2008
Karen L Ostlund, Assistant Professor of Instruction
PhD, University of Minnesota-Twin Cities, 1983
Sonia Paban, Associate Professor
Physics
PhD, University of Barcelona, 1988
Zachariah Allen Page, Assistant Professor
Chemistry
PhD, University of Massachusetts, 2015
Devangi Nikunj Parikh, Assistant Professor of Instruction
Computer Science
PhD, Georgia Institute of Technology, 2012
Mary R Parker, Associate Professor of Instruction
Statistics and Data Sciences
PhD, University of Texas at Austin, 1988
Stefania Patrizi, Assistant Professor
Mathematics
PhD, Universita degli Studi di Roma La Sapienza, 2010
Kristin D Patterson, Associate Professor of Instruction
PhD, University of Texas at Austin, 1998
Natasa Pavlovic, Professor
Mathematics
PhD, University of Illinois at Chicago, 2002
Samuel Payne, Professor
Pennzoil Company Regents Professorship in Mathematics
Mathematics
PhD, University of Michigan-Ann Arbor, 2006
Gergina V Pencheva, Assistant Professor of Instruction
Mathematics
PhD, University of Pittsburgh, Pittsburgh Campus, 2007
Jonathan Perry, Assistant Professor of Instruction
Physics
PhD, Texas A & M University, 2018
Timothy Perutz, Associate Professor
Mathematics
PhD, University of London, 2005
Simon Peter, Assistant Professor
Computer Science
PhD, Swiss Federal Institute of Technology, 2012
Christine L Peterson, Assistant Professor of Instruction
Computer Science
PhD, Temple University, 2012
Jonathan T Pierce, Associate Professor
Neuroscience
PhD, University of Oregon, 2000

Keshav K Pingali, Professor
W. A. Tex Moncrief, Jr. Chair in Distributed and Grid Computing
Computer Science
ScD, Massachusetts Institute of Technology, 1986
Jesse R Pisel, Assistant Professor of Practice
PhD, Colorado School of Mines, 2015
C Greg Plaxton, Professor
Computer Science
PhD, Stanford University, 1989
George D Pollak, Professor
Neuroscience
PhD, University of Maryland College Park, 1970
Amira Wizig Pollock, Lecturer
MFA, University of Texas at Austin, 2009
Bruce W Porter, Professor
Computer Science
PhD, University of California-Irvine, 1984
Mary F Poteet, Assistant Professor of Practice
PhD, University of California-Berkeley, 2001
Andrew Poter, Assistant Professor
Physics
PhD, Massachusetts Institute of Technology, 2013
Jeaine Henri Powell, Lecturer
Statistics and Data Sciences
MS, Elizabeth City State University, 2010
William H Press, Professor
Leslie Surginer Endowed Professorship
Computer Science
PhD, California Institute of Technology, 1972
Alison Renee Preston, Professor
Dr. A. Wilson Nolle and Sir Raghunath P. Mahendroo Professorship in Neuroscience
Neuroscience
PhD, Stanford University, 2004
Eric Price, Assistant Professor
Computer Science
PhD, Massachusetts Institute of Technology, 2013
Melinda Price, Adjunct Assistant Professor
Computer Science
BS, University of Texas at Austin, 1993
Nicholas J Priebe, Associate Professor
Neuroscience
PhD, University of California-San Francisco, 2001
Chris Prosise, Adjunct Assistant Professor
Computer Science
BSEE, Duke University, 1994
Lili Qiu, Professor
Computer Science
PhD, Cornell University, 2001
Emily Que, Assistant Professor
Chemistry
PhD, University of California-Berkeley, 2009
Charles L Radin, Professor
Mathematics
PhD, University of Rochester, 1971
Sally Kathleen Amen Ragsdale, Associate Professor of Instruction
Statistics and Data Sciences
MS, University of Texas at Austin, 2012
Md Saydur Rahman, Adjunct Professor
Marine Science
PhD, Univ of the Ryukyus, 2001
Mark G Raizen, Professor
Sid W. Richardson Foundation Regents Chair in Physics #2
Physics
PhD, University of Texas at Austin, 1989
Vijaya Ramachandran, Professor
William B. Blakemore II Regents Professorship in Computer Sciences
Computer Science
PhD, Princeton University, 1983
Mary E Ramsey, Assistant Professor of Practice
PhD, University of Texas at Austin, 2007
Michael W Raney, Assistant Professor of Instruction
PhD, University of Texas at Austin, 1991
Jason Ray David Rarick, Lecturer
Statistics and Data Sciences
MA, University of Texas at Austin, 2012
Samuel David Raskin, Assistant Professor
Mathematics
PhD, Harvard University, 2014
Alyssa Nicole Ray, Assistant Professor of Instruction
MEd, Texas Tech University, 2015
Linda E Reichl, Professor
Physics
PhD, University of Denver, 1969
Stuart A Reichler, Associate Professor of Practice
PhD, University of Texas at Austin, 1999
Christopher Scott Reilly, Assistant Professor of Instruction
Physics
PhD, University of Texas at Austin, 2019
Kui Ren, Professor
Mathematics
PhD, Columbia University in the City of New York, 2006
Nicolas Reyes, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 2019
Jackson Austin Reyna, Specialist
Chemistry
BS, University of Texas at Austin, 2018
Alex Macedo, Lecturer
Mathematics
PhD, University of Texas at Austin, 2017
Timothy E Riedel, Assistant Professor of Practice
PhD, University of Southern California, 2011
Judit G Ries, Lecturer
Astronomy
PhD, University of Texas at Austin, 1992
Jack L Ritchie, Professor
Physics
PhD, University of Rochester, 1984
Ritu Ritu, Lecturer
Statistics and Data Sciences
PhD, University of Alabama at Birmingham, 2010
Sean Thomas Roberts, Assistant Professor
Chemistry
PhD, Massachusetts Institute of Technology, 2009
Edward L Robinson, Professor
William B. Blakemore II Regents Professorship in Astronomy
Astronomy
PhD, University of Texas at Austin, 1973
Altha B Rodin, Associate Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 1988
Shelly R Rodriguez, Associate Professor of Practice
MA, University of Texas at Austin, 2003
Kara Joy Helmke Rogers, Assistant Professor of Practice
PhD, University of California-Berkeley, 2014
Michael Rose, Associate Professor
Chemistry
PhD, University of California-Santa Cruz, 2009
Christopher J Rossbach, Assistant Professor
Computer Science
PhD, University of Texas at Austin, 2009
David Rusin, Assistant Professor of Instruction
Mathematics
PhD, University of Chicago, 1984
Lorenzo A Sadun, Professor
Mathematics
PhD, University of California-Berkeley, 1987
Vladimir Samoylenko, Assistant Professor of Instruction
Chemistry
PhD, Taras Shevchenko National University of Kyiv, 2003
Moriah M Sandy, Assistant Professor of Practice
PhD, University of California-Santa Barbara, 2011
Abhra Sarkar, Assistant Professor
Statistics and Data Sciences
PhD, Texas A & M University, 2014
Purnamrita Sarkar, Assistant Professor
Statistics and Data Sciences
PhD, Carnegie Mellon University, 2010
Kanthimathi Sathasivan, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 2011
Jennette Saunders, Specialist
Chemistry
BS, University of Texas at Austin, 2016
Livia Schiavinato Eberlin, Assistant Professor
Chemistry
Chemistry
PhD, University of Texas at Austin, 2009
Peter H Stone, Professor
David Bruton, Jr. Centennial Professorship in Computer Sciences #3
Computer Science
PhD, Carnegie Mellon University, 1998
Gwendolyn M Stovall, Assistant Professor of Practice
PhD, University of Texas at Austin, 2011
John Rudi Strickler, Adjunct Professor
Marine Science
PhD, Swiss Federal Institute of Technology, 1969
Thomas Struppeck, Assistant Professor of Instruction
Mathematics
PhD, University of Texas at Austin, 1989
Salvatore Stuvard, Instructor
Mathematics
PhD, Universitat Zurich, 2017
Thibaud Olivier Taillefumier, Assistant Professor
Mathematics
Neuroscience
PhD, Rockefeller University, 2012
Ariel Jolisha Taylor, Assistant Professor of Practice
EdD, University of Houston, 2017
Melissa A Taylor, Specialist
MEd, University of Texas at Austin, 2012
William Taylor, Specialist
Chemistry
PhD, University of Texas at Austin, 2019
Anna Tenerani, Assistant Professor
Physics
PhD, Universite de Paris VI, Pierre et Marie Curie, 2012
Devarajan Thirumalai, Professor
Marvin K. Collie-Welch Regents Chair in Chemistry
Chemistry
PhD, University of Minnesota-Twin Cities, 1982
Peter Thomas, Professor
H-E-B Endowed Chair in Marine Science
Marine Science
PhD, University of Leicester, 1978
Xiaochuan Tian, Instructor
Mathematics
PhD, Columbia University in the City of New York, 2017
Paul K Toprac, Associate Professor of Instruction
Computer Science
PhD, University of Texas at Austin, 2008
Ngoc Tran, Assistant Professor
Mathematics
PhD, University of California-Berkeley, 2013
Philip U Treisman, Professor
Mathematics
PhD, University of California-Berkeley, 1985
Yen-Hsi Tsai, Professor
Mathematics
PhD, University of California-Los Angeles, 2002
Kiryl Tsishchanka, Assistant Professor of Instruction
Mathematics
PhD, The National Academy of Sciences of Belarus, 1998
Maxim Tsoi, Professor
Physics
PhD, Universitat Konstanz, 1998
Robert A Van De Geijn, Professor
Computer Science
PhD, University of Maryland University College, 1987
David A Vandenbout, Professor
Chemistry
PhD, University of Texas at Austin, 1995
Alexis F Vasseur, Professor
John T. Stuart III Centennial Professorship in Mathematics
Mathematics
PhD, Universite de Paris VI, Pierre et Marie Curie, 1999
Vijaychidambaram Velayudhan Pillai, Assistant Professor
Computer Science
PhD, University of Wisconsin Colleges, 2013
James W Vick, Professor
Mathematics
PhD, University of Virginia, 1968
Laura Villafuerte Altuzar, Assistant Professor of Instruction
Mathematics
PhD, Universidad Politecnica de Valencia, 2007
Tracy A Villareal, Professor
Marine Science
PhD, University of Rhode Island, 1989
Mikhail M Vishik, Professor
Mathematics
PhD, University of Moscow, 1980
Bindu Viswanathan, Assistant Professor of Instruction
Statistics and Data Sciences
PhD, Emory University, 1999
Paul Etienne Vouga, Assistant Professor
Computer Science
PhD, Columbia University in the City of New York, 2011
James Wadman, Specialist
Chemistry
BS, University of Texas at Austin, 2014
Francois Waelbroeck, Research Professor
Physics
PhD, University of Texas at Austin, 1988
Alisa H Walch, Associate Professor of Instruction
Mathematics
MA, University of Texas at Austin, 2008
Deborah R Walker, Associate Professor of Instruction
Chemistry
PhD, University of Texas at Austin, 2005
Stephen G Walker, Professor
Mathematics
Statistics and Data Sciences
School of Nursing Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Christine W Abbyad, Clinical Associate Professor
PhD, University of Texas at Austin, 2008

Gayle J Acton, Associate Professor
PhD, University of Texas at Austin, 2008

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Christine W Abbyad, Clinical Associate Professor
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Gayle J Acton, Associate Professor
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Gayle J Acton, Associate Professor
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Christine W Abbyad, Clinical Associate Professor
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Gayle J Acton, Associate Professor
PhD, University of Texas at Austin, 2008

School of Nursing Faculty

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Christine W Abbyad, Clinical Associate Professor
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Gayle J Acton, Associate Professor
PhD, University of Texas at Austin, 2008

School of Nursing Faculty

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Christine W Abbyad, Clinical Associate Professor
PhD, University of Texas at Austin, 2008

Gayle J Acton, Associate Professor
PhD, University of Texas at Austin, 2008

School of Nursing Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Christine W Abbyad, Clinical Associate Professor
PhD, University of Texas at Austin, 2008

Gayle J Acton, Associate Professor
PhD, University of Texas at Austin, 2008
PhD, University of Texas at Austin, 1993
Heather Theresa Azarmehr, Adjunct Assistant Professor
MSN, University of Texas at Austin, 2016
Teresa B Bailey, Clinical Assistant Professor
DNP, University of Texas at Austin, 2019
Jessica Lee Barr, Clinical Instructor
MSN, University of Texas at Austin, 2016
John E Bellquist, Lecturer
PhD, University of California-Berkeley, 1980
Adam Blank, Clinical Instructor
MSN, University of Texas at Austin, 2015
Richard Allen Brown, Research Professor
PhD, University of Oregon, 1981
Larissa Kay Brungot, Clinical Assistant Professor
MSN, University of Texas at Austin, 2014
Sharon L Carter, Clinical Assistant Professor
MS, Ball State University, 2011
Katie Castillo, Adjunct Assistant Professor
MSN, University of Texas at Austin, 2017
Jane Dimmitt Champion, Professor
PhD, University of Texas Health Science Center at San Antonio, 1994
Eduardo Che Chavez, Clinical Assistant Professor
PhD, University of Texas at Austin, 2019
Brittany Paige Christiansen, Clinical Assistant Professor
DNP, University of Texas at Austin, 2017
Heather E Cuevas, Assistant Professor
PhD, University of Texas at Austin, 2013
Valerie Danesh, Assistant Professor
PhD, University of Central Florida, 2015
Carol L Delville, Clinical Assistant Professor
PhD, University of Texas at Austin, 2008
Christine A Divin, Clinical Assistant Professor
PhD, University of Texas at Austin, 2015
Carly E Edgar, Clinical Instructor
MSN, Texas Woman's University - Denton, 2006
Alexandra A Garcia, Professor
PhD, University of Texas at Austin, 2002
Jennifer Lynn Gareau-Terrell, Clinical Assistant Professor
DNP, Texas Tech University Health Sciences Center, 2019
Carol D Gaskamp, Clinical Associate Professor
PhD, University of Kansas Main Campus, 2000
Leigh A Goldstein, Clinical Assistant Professor
PhD, University of Texas at Austin, 2013
Nancy M Guillet, Clinical Instructor
MSN, University of Texas at Austin, 2011
Tatyana G Gustafson, Clinical Instructor
MSN, University of Texas at Austin, 2007
Lorraine C Haertel, Clinical Assistant Professor
PhD, University of Texas at Austin, 1985
Patricia L Hamilton-Solum, Clinical Assistant Professor
PhD, University of Texas at Austin, 2011
J Taylor Harden, Visiting Professor
PhD, University of Texas at Austin, 1989
Tracie C Harrison, Professor
PhD, University of Texas at Austin, 2004
Rachel R Haungs, Clinical Instructor
MSN, Western Governors University Texas, 2018
Elizabeth M Heitkemper, Assistant Professor
PhD, Columbia University in the City of New York, 2017
Sherry G Hendrickson, Clinical Associate Professor
PhD, University of Texas at Austin, 2000
Ashley M Henneghan, Assistant Professor
PhD, University of Texas at Austin, 2017
Janice F Hernandez, Clinical Assistant Professor
MSN, University of Texas at Austin, 2009
April Alonzo Herrera, Clinical Instructor
MSN, University of Texas at Austin, 2012
Amy E Holland, Clinical Instructor
MSN, University of Texas at Austin, 2007
Sharon D Horner, Professor
Dolores V. Sands Chair in Nursing Research
PhD, Medical College of Georgia, 1992
Shalonda E Horton, Clinical Assistant Professor
PhD, University of Texas at Austin, 2015
Sheryl A Innerarity, Clinical Associate Professor
PhD, Texas Woman's University - Denton, 1987
Karen Johnson, Associate Professor
PhD, University of Minnesota-Twin Cities, 2012
Glenda L Joiner-Rogers, Clinical Assistant Professor
PhD, University of Texas at Austin, 1988
Shelli Kesler, Associate Professor
PhD, Brigham Young University, 2000
Stephanie M Key, Clinical Instructor
MA, University of Texas at Austin, 1999
LaTashia V Kiel, Clinical Assistant Professor
MSN, University of Texas at Austin, 2014
Miyong Kim, Professor
La Quinta Motor Inns, Inc. Centennial Professorship in Nursing
PhD, University of Arizona, 1996
Jung Kwak, Associate Professor
PhD, University of South Florida, 2006
Katelyn Leggio, Clinical Instructor
MSN, Nebraska Methodist College, 2015
Li-Chen Lin, Clinical Assistant Professor
PhD, University of Texas at Austin, 2009
Alyssa Lucas, Clinical Instructor
Kari Lynn McDonald, Clinical Assistant Professor
MSN, University of Texas at Austin, 2006

Claire E Meadows, Lecturer
PhD, University of Texas at Austin, 2019

Jessica Elizabeth Meinhardt-salazar, Clinical Instructor
MSN, University of Texas at Austin, 2011

Stephanie Morgan, Clinical Professor
PhD, University of Texas at Austin, 2013

Laura E Murphy, Clinical Instructor
MSN, University of Texas at Austin, 2009

Nicole Streuding Murry, Clinical Assistant Professor
PhD, University of Texas at Austin, 2018

Vinh T Nguyen, Lecturer
MEd, University of Texas at Austin, 2013

Esther Nwokocha, Clinical Instructor
MSN, Pennsylvania State University Park, 2016

Nico Osier, Assistant Professor
PhD, University of Pittsburgh, Pittsburgh Campus, 2016

Marnie Otto, Clinical Instructor
MSN, University of Texas at Austin, 2017

Kavita Radhakrishnan, Associate Professor
PhD, University of Massachusetts, 2011

Davika Reid, Clinical Assistant Professor
MSN, University of Texas at Austin, 2016

Donna L Rew, Professor
Denton and Louise Cooley and Family Centennial Professorship in Nursing
EdD, Northern Illinois University, 1979

Mary E Roche, Clinical Instructor
MSN, University of Texas at Austin, 2012

Donna G Rolin, Clinical Associate Professor
PhD, New York University, 2012

Rosa N Schnyer, Clinical Assistant Professor
DAOM, Oregon College of Oriental Medicine, 2008

Kimberly F Sennet, Clinical Instructor
MSN, Johns Hopkins University, 2011

Amber Nicole Sherman, Clinical Instructor
MSN, University of Texas at Austin, 2016

Jason Spees, Clinical Instructor
MSN, University of Texas at Austin, 2019

Alexa M Stuifbergen, Professor
Laura Lee Blanton Chair in Nursing, James R. Dougherty, Jr. Centennial Professorship in Nursing
PhD, University of Texas at Austin, 1988

Lisa L Sumlin, Clinical Assistant Professor
PhD, University of Texas at Austin, 2014

Danica Fulbright Sumpter, Clinical Assistant Professor
PhD, University of Pennsylvania, 2009

Laura M Swarts, Clinical Instructor
MSN, University of Texas at Austin, 2012

Jean C Taxis, Clinical Associate Professor
PhD, University of Texas at Austin, 2003

Joshua M Thomas, Clinical Instructor
MSN, University of Texas at Austin, 2018

Gayle M Timmerman, Associate Professor
PhD, Ohio State U Main Campus, 1994

Ana T Todd, Clinical Assistant Professor
PhD, University of Texas at Austin, 2013

Kayleigh Amanda Todd, Clinical Instructor
MSN, University of Texas at Austin, 2015

Mary K Wakefield, Visiting Professor
PhD, University of Texas at Austin, 1985

Lorraine O Walker, Professor
Luci B. Johnson Centennial Professorship in Nursing
EdD, Indiana University at Bloomington, 1971

Veronica G Walker, Clinical Assistant Professor
PhD, University of Texas at Austin, 2014

Charlotte K Wilson, Clinical Instructor
MSN, Texas Woman's University - Houston, 1988

Darlene M Wilson, Clinical Instructor
MSN, University of Texas at Austin, 1998

Michelle L Wright, Assistant Professor
PhD, University of North Dakota Main Campus, 2014

Bo Xie, Professor
PhD, Rensselaer Polytechnic Institute, 2006

Linda H Yoder, Professor
PhD, University of Pennsylvania, 1992

Cara Young, Assistant Professor
PhD, Vanderbilt University, 2010

Aline C Zeringue, Clinical Instructor
MSN, University of Texas at Austin, 2001

Julie A Zuniga, Assistant Professor
PhD, University of Texas at Austin, 2013

College of Pharmacy Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Daniel Acosta Jr, Adjunct Professor
PhD, University of Kansas Main Campus, 1974

Wyanza Renee Acosta, Clinical Professor
MS, University of Texas at Austin, 1998

Lydia Aguilera, Adjunct Assistant Professor
PharmD, University of Florida, 2008

Jon T Albrecht, Clinical Assistant Professor
BS, Auburn University, 1982
Michael M Crowley, Adjunct Professor
PhD, University of Texas at Austin, 2003

Barrett R Crowther, Adjunct Assistant Professor
PharmD, University of Wisconsin-Madison, 2009

Maria A Croyle, Professor
Glaxo Wellcome Inc. Endowed Professorship in Pharmacy
PhD, University of Michigan-Ann Arbor, 1997

Bianca Cruz, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2009

Zhengrong Cui, Professor
PhD, University of Kentucky, 2002

Nicole L Cupples, Adjunct Assistant Professor
PharmD, The University of Findlay, 2010

Molly Fiona Curran, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2014

Isabel Elizabeth Cwikla, Instructor In Clinical Pharmacy
PharmD, Ohio Northern University, 2018

Kevin N Dalby, Professor
Johnson & Johnson Centennial Professorship in Pharmacy
PhD, University of Cambridge, 1992

Divya Merry Daniel, Adjunct Assistant Professor
PharmD, University of Tennessee Health Science Center, 2014

Renee K Danysh, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2006

Joseph F Dasta, Adjunct Professor
MS, Ohio State U Main Campus, 1976

Dewayne A Davidson, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2012

Patrick J Davis, Professor
Eckerd Centennial Professorship in Pharmacy
PhD, University of Iowa, 1976

Mikaela Dawn Debarba, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2016

Jennifer L Defilippi, Adjunct Assistant Professor
PharmD, Rutgers the State University of New Jersey New Brunswick Campus, 1997

Sharon DeMorrow, Professor
PhD, University of Queensland, 1999

John Digiovanni, Professor
Coulter R. Sublett Chair in Pharmacy
PhD, University of Washington - Seattle, 1978

James C Dinunzio, Adjunct Assistant Professor
PhD, University of Texas at Austin, 2009

Heather H Dowie, Adjunct Assistant Professor
PharmD, University of North Carolina at Chapel Hill, 1997

Elysha Denise Donaldson, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2003

Bryson M Duhon, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2011

Alethea P Dupey, Adjunct Assistant Professor
PhD, University of California-Santa Barbara, 1991

Kathryn E Dzintars, Adjunct Assistant Professor
PharmD, University of Pittsburgh, Pittsburgh Campus, 2003

Kelly L Echevarria, Clinical Assistant Professor
PharmD, Creighton University, 1997

Richard R Espinosa, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2001

Martha Frances Evans, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2017

Kirk Evan Evoy, Clinical Assistant Professor
PharmD, Purdue University Main Campus, 2013

Lisa E Farnett, Clinical Assistant Professor
PharmD, University of Texas Health Science Center at San Antonio, 1988

Lane Burton Farrell, Adjunct Assistant Professor
PharmD, University of Kansas Main Campus, 2014

Walter L Fast, Professor
PhD, Northwestern University, 1998

Susan M Fischer, Adjunct Professor
PhD, University of Wyoming, 1974

Laura K Fonken, Assistant Professor
PhD, The Ohio State University Main Campus, 2013

Maha Z Foote, Adjunct Associate Professor
PhD, University of Texas at Austin, 2000

Cynthia A Foslien, Clinical Assistant Professor
PharmD, University of Nebraska Medical Center, 1985

Ana Crystal Franco, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2007

Alan Frazer, Adjunct Professor
PhD, Peninsula College, 1969

Christopher R Frei, Professor
PharmD, University of Texas at Austin, 2001

Brian Emmanuel Frescas, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2019

Arsany M Gadallah, Instructor In Clinical Pharmacy
PharmD, Texas Tech University Health Sciences Center, 2019

Kailee Gaines, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2019

Conrado D Gamboa III, Adjunct Assistant Professor
BS, University of Texas at Austin, 1985

David B Garcia, Adjunct Professor
PhD, University of Texas at Austin, 1977

Kristin Ashley Garling, Clinical Assistant Professor
PharmD, Virginia Commonwealth University, 2008

Aida A Garza, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2007

Anyssa Sebia Garza, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2011
Gavino A Garza, Clinical Instructor
BS, University of Houston, 1981

Javier Rolando Garza, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2012

Michael J Gass, Adjunct Assistant Professor
PharmD, Midwestern University (Arizona), 2007

Gerard W Gawrys, Adjunct Assistant Professor
PharmD, Saint Louis College of Pharmacy, 2011

Hannah Gaylord, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2019

Debadyuti Ghosh, Assistant Professor
PhD, Rice University, 2006

Emily A Gibbons, Instructor In Clinical Pharmacy
PharmD, University of Florida, 2019

Diane B Ginsburg, Clinical Professor
PhD, University of Texas at Austin, 2014

Nishi S Goel, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2008

Rueben A Gonzales, Professor
Jacques P. Servier Regents Professorship in Pharmacy
PhD, University of Texas at Austin, 1983

Carrie E Gonzalez, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2008

Andrea C Gore, Professor
Mildred Hajek Vacek and John Roman Vacek Chair in Pharmacology, in
Honor of Professor C. C. Albers
PhD, University of Wisconsin-Madison, 1990

Stephen J Gore, Adjunct Assistant Professor
PharmD, University of Oklahoma Norman Campus, 1996

Robert L Grant, Adjunct Assistant Professor
PhD, University of Texas at Austin, 1995

Belinda K Green, Adjunct Assistant Professor
BS, University of Texas at Austin, 1990

Abigail R Grimm, Instructor In Clinical Pharmacy
PharmD, Auburn University, 2019

Catlin Lee Grisham-Takac, Adjunct Assistant Professor
PharmD, Texas Tech University, 2015

Anndee Shaunessy Gritte, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2018

Veronica I Guerra, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2011

Cynthia A Gutierrez, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2001

Ryan Lee Hadley, Adjunct Assistant Professor
PharmD, Texas Tech University Health Sciences Center, 2015

Catherine S Hall, Clinical Assistant Professor
PharmD, University of Texas at Austin, 1999

Reed C Hall, Adjunct Assistant Professor
PharmD, Midwestern University (Arizona), 2007

Sarah R Hardt, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2012

Darrell I Harris, Instructor In Clinical Pharmacy
PharmD, Texas Southern University, 2019

Christine R Heath, Instructor In Clinical Pharmacy
PharmD, Drake University, 2018

Katherine N Henson, Instructor In Clinical Pharmacy
PharmD, Texas Tech University Health Sciences Center, 2019

Lydia A Herrera, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2000

Jon D Herrington, Adjunct Associate Professor
PharmD, Saint Louis College of Pharmacy, 1992

Russell A Higgins, Adjunct Assistant Professor
MD, University of New Mexico Main Campus, 2002

Lucas Grant Hill, Clinical Assistant Professor
PharmD, University of Missouri - Kansas City, 2013

April Janae Hinds, Adjunct Assistant Professor
PharmD, University of Arkansas for Medical Sciences, 2013

Collin A Hovinga, Clinical Associate Professor
PharmD, Creighton University, 1997

John K Huang, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2003

Darrel W Hughes, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2006

Kyle A Hunt, Instructor In Clinical Pharmacy
PharmD, University of New England, 2019

Daniel Hurtado, Instructor In Clinical Pharmacy
PharmD, Texas A&M University-Kingsville, 2019

Devon Jacobs, Instructor In Clinical Pharmacy
PharmD, Drake University, 2018

Kristin Marie Janzen, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2015

Theresa C Jaso, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2001

Tommy Y Jiang, Instructor In Clinical Pharmacy
PharmD, University of Houston, 2019

David G Johnson, Adjunct Associate Professor
PhD, University of Texas Southwestern Medical Center at Dallas, 1991

Melissa A Johnson, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 1997

Jason R Jokerst, Adjunct Assistant Professor
PharmD, University of Nebraska Medical Center, 2005

David J Jones, Adjunct Professor
PharmD, University of Texas Health Science Center at San Antonio, 1974

Sharon A Jung, Clinical Assistant Professor
PharmD, University of Texas Health Science Center at San Antonio, 1995
James A Karboski, Clinical Professor
PharmD, University of Texas at San Antonio, 1988

Dean L Kellogg Jr, Adjunct Professor
PhD, University of Texas Health Science Center at San Antonio, 1989

Monte A Kenaston, Adjunct Assistant Professor
PhD, University of Texas at Austin, 2010

Sean M Kerwin, Adjunct Associate Professor
PhD, University of California-Berkeley, 1989

Dawit Kidane-Mulat, Assistant Professor
PhD, Albert Ludwig University Freiburg im Breisgau, 2005

Emily Kirkpatrick, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2018

Kristina J Klein-Bradham, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2004

Jodi M Klocek, Clinical Assistant Professor
PharmD, University of Mississippi, 1996

Jim M Koeller, Professor
MS, University of Wisconsin-Madison, 1980

John Kozarich, Adjunct Professor
PhD, Massachusetts Institute of Technology, 1975

Dawit Kidane-Mulat, Assistant Professor
PhD, Albert Ludwig University Freiburg im Breisgau, 2005

Emily Kirkpatrick, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2018

Kristina J Klein-Bradham, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2004

Jodi M Klocek, Clinical Assistant Professor
PharmD, University of Mississippi, 1996

Jim M Koeller, Professor
MS, University of Wisconsin-Madison, 1980

John Kozarich, Adjunct Professor
PhD, Massachusetts Institute of Technology, 1975

Sarah Elizabeth Kubes, Clinical Assistant Professor
PharmD, University of Houston, 2011

Andrea Laguado, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2018

Phillip H Lai, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2007

Yui-Wing F Lam, Clinical Associate Professor
PharmD, University of Minnesota-Twin Cities, 1984

Claire Anna Latiolais, Clinical Assistant Professor
PharmD, Purdue University Main Campus, 2015

Kenneth A Lawson, Professor
Smithkline Centennial Professorship in Pharmacy
PhD, University of Texas at Austin, 1992

Grace Lee, Assistant Professor
PhD, University of Texas at Austin, 2016

Seongmin Lee, Associate Professor
PhD, Purdue University Main Campus, 2004

Steven W Leslie, Professor
James E. Bauerle Centennial Professorship in Drug Dynamics
PhD, Purdue University Main Campus, 1974

Mitchell R Lestico, Clinical Assistant Professor
PharmD, University of Wisconsin-Madison, 1992

Yung Heather Leung, Instructor In Clinical Pharmacy
PharmD, University of Houston, 2019

Melissa R Lewis, Adjunct Assistant Professor
PharmD, University of New Mexico Main Campus, 2007

Lumeng Li, Instructor In Clinical Pharmacy
PharmD, University of Houston, 2019

Michelle Liang, Instructor In Clinical Pharmacy
PharmD, St John's University, 2018

Sara Jean Linedecker-Smith, Adjunct Assistant Professor
PharmD, Purdue University Main Campus, 2013

Justina Lipscomb, Clinical Assistant Professor
PharmD, Roseman University of Health Sciences, 2012

Kathryn Page Litten, Instructor In Clinical Pharmacy
PharmD, Belmont University, 2017

Hung-Wen Liu, Professor
George H. Hitchings Regents Chair in Drug Design
PhD, Columbia University in the City of New York, 1981

Ashley Erin Lock, Instructor In Clinical Pharmacy
PharmD, University of Mississippi, 2018

Debra A Lopez, Adjunct Professor
PharmD, University of Texas at Austin, 1999

Lindsey A Lu, Instructor In Clinical Pharmacy
PharmD, Saint Louis College of Pharmacy, 2019

Cindy Luu, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2008

Michael C Macleod, Adjunct Professor
PhD, University of Oregon, 1974

Tenerica L Madison, Instructor In Clinical Pharmacy
PharmD, University of Louisiana at Monroe, 2019

Christina Elaine Maguire, Instructor In Clinical Pharmacy
PharmD, University of Georgia, 2018

Regina A Mangieri, Research Assistant Professor
PhD, University of California-Irvine, 2008

Mohammed Maniruzzaman, Assistant Professor
PhD, University of Greenwich, 2013

Chen Mao, Adjunct Assistant Professor
PhD, Purdue University Main Campus, 2006

Emory S Martin III, Clinical Assistant Professor
PharmD, University of California-San Francisco, 1984

Demi Martinez, Instructor In Clinical Pharmacy
PharmD, University of Houston, 2019

Brian Masek, Adjunct Professor
PhD, California Institute of Technology, 1987

Pamela R Maxwell, Clinical Assistant Professor
PharmD, University of Texas at Austin, 1994

Theresa A Mays Hutchings, Clinical Assistant Professor
PharmD, University of Oklahoma Health Sciences Center, 1994

Chelsea C McDonnell, Instructor In Clinical Pharmacy
PharmD, University of Connecticut, 2018

Megan A McKee, Adjunct Assistant Professor
PharmD, University of Arizona, 2008

Nicole L McMaster, Clinical Assistant Professor
PharmD, University of Missouri - Kansas City, 2002

Connor A Medernach, Instructor In Clinical Pharmacy
PharmD, Drake University, 2018

Mina Mehvar, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2010

Kathryn G Merkel, Adjunct Assistant Professor
PharmD, University of North Carolina at Chapel Hill, 2010

April Ann Messett, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2007

Lisa M Mican, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2000

Edward M Mills, Associate Professor
PhD, Purdue University Main Campus, 1997

Harshaben H Mistry, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2004

Leticia R Moczygemba, Associate Professor
PhD, University of Texas at Austin, 2008

Deirdre M Monroe, Clinical Assistant Professor
PhD, University of Texas at Austin, 2003

Eugene Moore, Clinical Assistant Professor
PharmD, Southeastern University, 1992

Tera D Moore, Clinical Assistant Professor
PharmD, University of New Mexico Main Campus, 2003

Rebecca D Moote, Clinical Associate Professor
PharmD, University of Texas at Austin, 2007

Vanessa K Morales, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2004

Clarissa Moreno, Adjunct Assistant Professor
PharmD, Texas Tech University Health Sciences Center, 2003

Lauren T Moreno, Instructor In Clinical Pharmacy
PharmD, University of the Incarnate Word, 2019

Vanessa Moreno, Instructor In Clinical Pharmacy
PharmD, Texas Tech University Health Sciences Center, 2019

Somshuvra Mukhopadhyay, Associate Professor
PhD, New York Medical College, 2008

Luis A Natividad, Assistant Professor
PhD, University of Texas at El Paso, 2012

Jordan D Nelson, Adjunct Assistant Professor
PharmD, Drake University, 2009

Jenny S Ngo, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2008

Thanhha T Ngo, Clinical Assistant Professor
PharmD, University of Oklahoma Health Sciences Center, 2003

Michelle V Nguyen, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2007

Paul Nguyen, Instructor In Clinical Pharmacy
PharmD, University of Cincinnati Main Campus, 2019

Kimberly Nixon, Associate Professor
PhD, University of Texas at Austin, 2000

Suzanne Novak, Clinical Assistant Professor
PhD, University of Texas at Austin, 2005

Dannielle C O'donnell, Clinical Assistant Professor
PharmD, Rutgers the State University of New Jersey Camden Campus, 1993

John T O'neill, Adjunct Assistant Professor
Diploma (High School), , 1951

Natalie Osagie, Adjunct Assistant Professor
PharmD, Texas Southern University, 2010

Tina Ou, Instructor In Clinical Pharmacy
PharmD, Texas Tech University Health Sciences Center, 2019

Ian W Pace, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 1999

Neil C Pan, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2005

Deepali S Parikh, Adjunct Assistant Professor
PharmD, University of Pittsburgh, Pittsburgh Campus, 1999

Savannah Parker, Instructor In Clinical Pharmacy
PharmD, University of Louisiana at Monroe, 2019

Liza J Paul, Adjunct Assistant Professor
PharmD, University of Florida, 2004

Diana Paz, Adjunct Assistant Professor
PhD, University of Houston, 2009

Kelton D Peck, Instructor In Clinical Pharmacy
PharmD, University of Utah, 2019

Amanda Marie Pena, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2011

Jennifer Nicole Pena, Instructor In Clinical Pharmacy
PharmD, Texas A&M University-Kingsville, 2019

Jodie L Pepin, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2001

Maria D Person, Adjunct Associate Professor
PhD, University of Chicago, 1991

Jay I Peters, Adjunct Professor
MD, Baylor College of Medicine, 1977

Leila Petok, Instructor In Clinical Pharmacy
PharmD, University of Houston, 2018

Patrick S Pevoto, Clinical Assistant Professor
MD, University of Texas Medical Branch, 1983

Tracie Phillips, Adjunct Assistant Professor
PhD, Texas A & M University, 2006

Denise Pinal, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2006

Nathan D Pope, Clinical Associate Professor
PharmD, Rutgers the State University of New Jersey New Brunswick Campus, 2002

Gabriel J Quintanilla, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2002

Shelby Ramion, Instructor In Clinical Pharmacy
PharmD, Purdue University Main Campus, 2018
Isidro Ramirez Jr, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2003
Karen L Rascati, Professor
Stewart Turley/Eckerd Corporation Centennial Endowed Professorship in Pharmacy
PhD, University of Florida, 1986
Kristin C Reed, Adjunct Assistant Professor
PharmD, Auburn University, 2007
Judith Munoz Rendon, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2019
Ivan A Reveles, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2010
Kelly Renee Reveles, Assistant Professor
PharmD, University of Texas at Austin, 2010
Ann L Richards, Clinical Assistant Professor
PharmD, University of Nebraska Medical Center, 1981
John H Richburg, Professor
Gustavus and Louise Pfeiffer Professorship in Toxicology
PhD, Rutgers the State University of New Jersey Camden Campus, 1993
Jennifer L Ridings-Myhra, Clinical Associate Professor
MED, Western Governors University Texas, 2016
Rochelle Mendiola Roberts, Lecturer
PhD, University of Texas at Austin, 2008
Brandi R Rodriguez, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2018
Mauricio L Rodríguez, Adjunct Assistant Professor
PharmD, Texas Southern University, 2003
Ralph Rodriguez, Adjunct Assistant Professor
MS, University of Texas at San Antonio, 1988
Norbert Rosario, Instructor In Clinical Pharmacy
PharmD, Wingate University, 2018
Chelsey Roscoe, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2018
Rebecca A Rottman, Clinical Assistant Professor
PharmD, University of Southern California, 2003
Andrew Rubio, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2019
Veronica C Rudder, Clinical Instructor
BD, University of Texas at Austin, 1983
Krystal M Rufus, Instructor In Clinical Pharmacy
PharmD, South University, 2017
Andres D Ruiz, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2008
Sharon K Rush, Clinical Associate Professor
BS, University of Texas at Austin, 1986
Laurajo Ryan, Clinical Professor
PharmD, University of Texas at Austin, 2000
Paula G Rychlik, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2005
Achinto Saha, Research Assistant Professor
PhD, Tokushima Bunri University, 2010
Stephen R Saklad, Clinical Professor
PharmD, University of Southern California, 1978
Adrian Sandoval, Adjunct Assistant Professor
PharmD, Texas A & M University - Kingsville, 2012
Carrie J Sartin, Instructor In Clinical Pharmacy
PharmD, Campbell University, 2018
Rahul M Sasane, Adjunct Assistant Professor
PhD, University of Texas at Austin, 1998
Aileen C Scheibner, Instructor In Clinical Pharmacy
PharmD, University of Minnesota-Twin Cities, 2019
Jennifer K Seltzer, Clinical Associate Professor
PharmD, University of Texas Health Science Center at San Antonio, 1984
Thomas C Shank, Clinical Assistant Professor
PharmD, University of Tennessee Health Science Center, 1983
Samrat Shrestha, Instructor In Clinical Pharmacy
PharmD, University of Texas at Austin, 2019
Leslie R Simien, Adjunct Assistant Professor
PharmD, University of California-San Francisco, 2011
Julia Anne Sivinski, Clinical Instructor
PhD, University of Texas at Austin, 2002
Clay E Small, Instructor In Clinical Pharmacy
PharmD, Ohio Northern University, 2018
Josiah Paul Smith, Adjunct Assistant Professor
PharmD, Butler University, 2014
Hugh D Smyth, Professor
PhD, University of Otago, 2000
Sara L Solis, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2011
Lisa H Song, Adjunct Assistant Professor
PharmD, University of North Carolina at Chapel Hill, 2011
Maaya Srinivasa, Adjunct Assistant Professor
PharmD, Texas A & M University - Kingsville, 2011
Mitzi A Stansberry, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2010
Hailey N Stiver, Instructor In Clinical Pharmacy
PharmD, University of South Carolina - Columbia, 2019
Yongchao Su, Adjunct Associate Professor
PhD, Iowa State University, 2011
Kristina Sucic, Adjunct Assistant Professor
PharmD, University of Pittsburgh, Pittsburgh Campus, 2012
Kimberly K Summers, Clinical Assistant Professor
PharmD, University of Missouri - Kansas City, 1995
Helen Sweiss, Instructor In Clinical Pharmacy
PharmD, University of Illinois at Chicago, 2018
Patricia A Tabor, Clinical Assistant Professor
PharmD, University of Texas at Austin, 1983

Sharla K Tajchman, Adjunct Assistant Professor
PharmD, Rutgers the State University of New Jersey Camden Campus, 2007

Dean G Tang, Adjunct Associate Professor
PhD, Wayne State University, 1994

Yasar O Tasnif, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2002

Amber Nichole Taylor, Instructor in Clinical Pharmacy
PharmD, University of Texas at Austin, 2018

Daniel S Taylor, Instructor in Clinical Pharmacy
PharmD, Wingate University, 2018

Holli L Temple, Clinical Associate Professor
PharmD, University of Texas at Austin, 1999

Andrew P Ten Eick, Adjunct Associate Professor
PharmD, University of Iowa, 1996

Kristi A Traugott, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2008

Shana K Trice, Clinical Assistant Professor
PharmD, University of Texas at Austin, 1997

Curtis L Triplitt, Clinical Assistant Professor
PharmD, University of Texas at Austin, 1995

So Jung Uhm, Instructor in Clinical Pharmacy
PharmD, University of Texas at Austin, 2019

Kenneth J Utz, Adjunct Assistant Professor
PharmD, University of Oklahoma Health Sciences Center, 2006

Carla L Vandenbarg, Associate Professor
PharmD, University of Texas at Austin, 1991

Karen Marie Vasquez, Professor
James T. Doluisio Regents Professorship in Pharmacy
PhD, Baylor College of Medicine, 1996

Lindsay Sara Vasquez, Adjunct Assistant Professor
PharmD, University of the Incarnate Word, 2012

Susie A Vasquez, Clinical Assistant Professor
PharmD, University of Texas at Austin, 1997

John F Villanacci, Adjunct Associate Professor
PhD, University of Michigan-Ann Arbor, 1983

Leticia R Villela, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2003

Kristie A Vinklarek, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2001

Samantha Marie Vogel, Clinical Assistant Professor
PharmD, University of Texas at Austin, 2016

Thuy Duong T Vu, Instructor in Clinical Pharmacy
PharmD, Texas A&M University-Kingsville, 2019

Cheryl L Walker, Adjunct Professor
PhD, Tex Hlth Sci C Dallas, U, 1984

Skyller Walkes, Assistant Professor of Instruction
PhD, Texas State University, 2017

Janet C Walkow, Clinical Professor
PhD, University of Texas at Austin, 1982

Guliang Wang, Research Assistant Professor
PhD, Zhejiang University, 2002

Alan Bayard Watts, Adjunct Assistant Professor
PhD, University of Texas at Austin, 2009

Christian P Whitman, Professor
Romeo T. Bachand, Jr. Regents Professorship in Pharmacy
PhD, University of California-San Francisco, 1984

Nathan P Wiederhold, Adjunct Associate Professor
PharmD, University of Texas at Austin, 2000

Robert O Williams III, Professor
Johnson & Johnson Centennial Chair in Pharmacy
PhD, University of Texas at Austin, 1986

Traditha C Williams, Instructor in Clinical Pharmacy
PharmD, Midwestern University (Arizona), 2019

James Paul Wilson Jr, Associate Professor
PhD, Purdue University Main Campus, 1986

Stacy Wilson, Instructor in Clinical Pharmacy
PharmD, Texas Tech University Health Sciences Center, 2019

Holly N Winkler, Clinical Instructor
PharmD, University of Texas at Austin, 2006

Mark J Wong, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2004

Billy W Woodward, Clinical Associate Professor
BS, University of Texas at Austin, 1963

Consuelo M Worley, Clinical Assistant Professor
MS, University of Texas at Austin, 2002

Chanin C Wright, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2001

Robert Wright, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 1996

Kun Yang, Assistant Professor
PhD, University of Delaware, 2016

Veronica S Young, Clinical Professor
PharmD, Creighton University, 1993

Stephanie Rose Younts, Adjunct Assistant Professor
PharmD, University of Texas at Austin, 2005

Edward M Zastawny, Adjunct Assistant Professor
PharmD, University of Texas Health Science Center at San Antonio, 1991

Feng Zhang, Assistant Professor
PhD, University of Texas at Austin, 1999
Lyndon B. Johnson School of Public Affairs Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Gordon B Abner, Assistant Professor
PhD, Indiana University at Bloomington, 2017

Abigail Rosemary Ann Aiken, Assistant Professor
PhD, University of Texas at Austin, 2014

Jacqueline L Angel, Professor
PhD, Rutgers the State University of New Jersey New Brunswick Campus, 1989

Barry V Bales, Clinical Professor
PhD, University of Texas at Austin, 1993

Richard Patrick Bixler, Assistant Professor of Practice
PhD, Colorado State University, 2014

Joshua W Busby, Associate Professor
PhD, Georgetown University, 2004

Victoria Maria De Francesco, Assistant Professor of Practice
PhD, Duke University, 2007

Michele Y Deitch, Senior Lecturer
JD, Harvard University, 1986

Jacob Goodman Dizard, Lecturer
PhD, University of Texas at Austin, 2018

Edwin Dorn, Professor
PhD, Yale University, 1978

Richard Patrick Bixler, Assistant Professor of Practice
PhD, Colorado State University, 2014

Joshua W Busby, Associate Professor
PhD, Georgetown University, 2004

Victoria Maria De Francesco, Assistant Professor of Practice
PhD, Duke University, 2007

Michele Y Deitch, Senior Lecturer
JD, Harvard University, 1986

Jacob Goodman Dizard, Lecturer
PhD, University of Texas at Austin, 2018

Edwin Dorn, Professor
PhD, Yale University, 1978

David J Eaton, Professor
Bess Harris Jones Centennial Professorship in Natural Resource Policy Studies
PhD, Johns Hopkins University, 1977

Angela Maria Evans, Professor of Practice
MA, University of Wisconsin-Madison, 1971

Raissa Fabregas Robles Gil, Assistant Professor
MS, University of Oxford, 2009

Sonia Feigenbaum, Adjunct Professor
PhD, Indiana University at Bloomington, 1996

Kenneth Flamm, Professor
Dean Rusk Chair in the Lyndon Baines Johnson School of Public Affairs
PhD, Massachusetts Institute of Technology, 1979

Aldo Ricardo Flores, Visiting Professor
PhD, University of California-Los Angeles, 1996

James K Galbraith, Professor
Lloyd M. Bentsen, Jr. Chair in Government/Business Relations
PhD, Yale University, 1981

Charlee Garden, Associate Professor of Practice
MS, Stanford University, 1988

Matthew Gill, Adjunct Assistant Professor
MA, Naval War College, 2010

Michael H Granof, Professor

Ernst & Young Distinguished Centennial Professorship of Accounting
PhD, University of Michigan-Ann Arbor, 1972

Sherri R Greenberg, Professor of Practice
MSc, University of London, 1981

Celeste Ward Gventer, Associate Professor of Practice
MA, Harvard University, 2000

Carolyn Heinrich, Research Professor
PhD, University of Chicago, 1995

Michael Hole, Research Assistant Professor
MD, Stanford University, 2014

William Inboden, Associate Professor
PhD, Yale University, 2003

Bobby R Inman, Professor
Lyndon B. Johnson Centennial Chair in National Policy
BA, University of Texas at Austin, 1950

Peniel E Joseph, Professor
Barbara Jordan Chair in Ethics and Political Values
PhD, Temple University, 2000

Alan Kessler, Visiting Professor
PhD, University of California-Los Angeles, 1999

Donald Kettl, Professor
Sid Richardson Chair in Public Affairs, Sid Richardson Chair in Public Affairs
PhD, Yale University, 1978

Carey W King, Lecturer
PhD, University of Texas at Austin, 2004

Alan J Kuperman, Associate Professor
PhD, Massachusetts Institute of Technology, 2002

Erin Lentz, Assistant Professor
MS, Cornell University, 2005

Roberta G Lentz, Adjunct Associate Professor
PhD, University of Texas at Austin, 2008

Stephanie Leutert, Lecturer
MA, Yale University, 2016

Michael E Lind, Professor of Practice
JD, University of Texas at Austin, 1988

Martin Joseph Luby, Associate Professor
PhD, Indiana University at Bloomington, 2010

Ji Ma, Assistant Professor
MA, Beijing Normal University, 2013

William H McRaven, Professor
MA, Naval Postgraduate School, 1991

John O’Brien, Lecturer
MPA, University of Texas at Austin, 1981

Sheila M Olmstead, Professor
PhD, Harvard University, 2000

Todd A Olmstead, Associate Professor
PhD, Harvard University, 2000

Cynthia Osborne, Associate Professor
PhD, Princeton University, 2003
Francie Ostrower, Professor
PhD, Yale University, 1991
Rajeek Charles Patel, Research Professor
PhD, Cornell University, 2002
Miguel A Pavon, Adjunct Professor
MSEnvironE, Instituto Tecnologico y de Estudios Superiores de Monterrey, 1995
Steven Wayne Pedigo, Professor of Practice
MS, Carnegie Mellon University, 2005
James Paul Pope, Professor of Practice
MA, Naval Postgraduate School, 1982
Varun Rai, Associate Professor
PhD, Stanford University, 2008

Lorinc Redei, Assistant Professor of Instruction
PhD, Central European University, 2013
Cale Reeves, Lecturer
PhD, University of Texas at Austin, 2019
Victoria E Rodriguez, Professor
PhD, University of California-Berkeley, 1987
Jaganath Sankaran, Assistant Professor
PhD, University of Maryland College Park, 2012
Bill Shute, Lecturer
JD, University of Houston, 1987

Larry Singell, Professor
PhD, University of California-Santa Barbara, 1988
Stephen Slick, Professor of Practice
JD, University of California-Los Angeles, 1983
Evan A Smith, Lecturer
MA, Northwestern University, 1988
William G Spelman, Professor
PhD, Harvard University, 1988
David W Springer, Professor
PhD, Florida State University, 1997
Paul J Stekler, Professor
Wofford Denius Chair in Entertainment Studies
PhD, Harvard University, 1983
Chandler W Stolp, Associate Professor
PhD, Carnegie Mellon University, 1982
Jeremi Suri, Professor
Mack Brown Distinguished Chair for Leadership in Global Affairs
PhD, Yale University, 2001

John P Thornborrow, Adjunct Assistant Professor
MBA, University of Texas at Austin, 1994
Paul Von hippel, Associate Professor
PhD, Ohio State U Main Campus, 2010
Peter Ward, Professor
C. B. Smith, Sr. Centennial Chair in United States-Mexico Relations #1

PhD, University of Liverpool, 1976
Ruth Ellen Wasem, Professor of Practice
PhD, University of Michigan-Ann Arbor, 1990
Andrew Waxman, Assistant Professor
PhD, Cornell University, 2016
Catherine Elizabeth Weaver, Associate Professor
PhD, University of Wisconsin-Madison, 2003
Alycia Welch, Lecturer

Patrick P Wong, Associate Professor
PhD, University of Wisconsin-Madison, 1988

Steve Hicks School of Social Work Faculty

The following faculty list represents those appointed in the 2020 spring semester.

Tina E Adkins, Research Assistant Professor
PhD, University College London, 2015
Alyssa Aguirre, Assistant Professor of Practice
MSW, University of Michigan-Ann Arbor, 2009
Jess Paul Ambiee, Assistant Professor of Practice
MSSW, University of Texas at Austin, 2012
Robert J Ambrosino, Adjunct Assistant Professor
PhD, State University of New York at Albany, 1971
Rosalie N Ambrosino, Adjunct Assistant Professor
PhD, University of Texas at Austin, 1985
Barbara S Anderson, Clinical Professor
MSSW, University of Texas at Austin, 1974
Marilyn Armour, Professor
PhD, University of Minnesota-Twin Cities, 2000
Joan E Asseff, Clinical Assistant Professor
MSSW, University of Texas at Austin, 2006
Jolynne M Batchelor, Adjunct Assistant Professor
PhD, University of Texas at Arlington, 2016
Mary C Beer, Clinical Assistant Professor
MSSW, University of Texas at Austin, 2001
Elisa Vinson Borah, Research Associate Professor
PhD, University of Texas at Austin, 2010
Noel B Busch-Armendariz, Professor
Endowed President's Professorship
PhD, University of South Carolina - Columbia, 2000
Esther Calzada, Associate Professor
PhD, University of Florida, 2000
Yessenia Castro, Associate Professor
PhD, Florida State University, 2008
Namkee Choi, Professor
Louis and Ann Wolens Centennial Chair in Gerontology
PhD, University of California-Berkeley, 1987
Patricia A Cody, Lecturer
PhD, University of Texas at Austin, 2007
Deborah Cohen, Research Assistant Professor
PhD, University of Kentucky, 2015
Allan H Cole Jr, Professor
PhD, Princeton University, 2001
Lori Lewis Conerly, Adjunct Assistant Professor
MSSW, University of Texas at Austin, 2006
Fiona Conway, Assistant Professor
PhD, Rutgers the State University of New Jersey New Brunswick Campus, 2016
Cynthia C Corral, Assistant Professor of Practice
MSSW, University of Texas at Austin, 2006
Catherine Cubbin, Professor
PhD, Johns Hopkins University, 1998
Susan De Luca, Assistant Professor
PhD, Ohio State U Main Campus, 2009
Lisa K DeGraff, Adjunct Assistant Professor
MSSW, University of Kansas Main Campus, 2008
Diana M Dinitto, Professor
Cullen Trust Centennial Professorship in Alcohol Studies and Education
PhD, Florida State University, 1980
Benjamin Ehrenfeld, Assistant Professor of Practice
MSW, Salem State College, 2016
David L Evans, Lecturer
MA, Oakland University, 1976
Monica R Faulkner, Research Associate Professor
PhD, University of Texas at Austin, 2010
Anna H Finger, Assistant Professor of Practice
MSSW, University of Texas at Austin, 2009
Rowena Fong, Professor
Ruby Lee Piester Centennial Professorship in Services to Children and Families
EdD, Harvard University, 1990
Cynthia G Franklin, Professor
Stiernberg/Spencer Family Professorship in Mental Health
PhD, University of Texas at Arlington, 1989
Rene J Gaitan, Clinical Assistant Professor
MSSW, University of Texas at Austin, 2010
Lauren E Gulbas, Assistant Professor
PhD, Southern Methodist University, 2008
Maj Henriksso, Assistant Professor of Practice
MSSW, University of Texas at Austin, 2004
Mercedes Hernandez, Assistant Professor
PhD, University of Southern California, 2014
Lori K Holleran, Professor
Steve Hicks Professor in Addictions and Substance Abuse Services
PhD, Arizona State University Main, 2000
Catherine Hough, Clinical Associate Professor
MSSW, University of Texas at Austin, 1993
Barbara L Jones, Professor
Josleen and Frances Lockhart Memorial Professorship for Direct Practice in Social Work
PhD, State University of New York at Albany, 2004
Dana R Jones, Lecturer
MSSW, University of Texas at Austin, 1993
Stacey E Jordan, Adjunct Assistant Professor
MSSW, University of Texas at Austin, 1996
Dina Marie Kassler, Lecturer
PhD, The University of Memphis, 1997
Noel G Landuyt, Lecturer
PhD, University of Texas at Austin, 1999
Michael L Lauderdale, Professor
Clara Pope Willoughby Centennial Professorship in Criminal Justice
PhD, University of Oklahoma Norman Campus, 1967
Tamera B Linseisen, Clinical Associate Professor
MSSW, University of Texas at Austin, 1989
Molly A Lopez, Research Associate Professor
PhD, Texas A & M University, 1998
Angela J Luna, Assistant Professor of Practice
MSW, New York University, 2010
Eboni S Lunsford Calbow, Clinical Assistant Professor
MSSW, University of Texas at Austin, 2009
Abena Subira Mackall, Assistant Professor
EdM, Harvard University, 2015
Sandy Magana, Professor
Professorship in Autism and Neurodevelopmental Disabilities
PhD, Brandeis University, 1999
Octavio N Martinez, Clinical Professor
MD, Baylor College of Medicine, 1997
Arlene K Montgomery, Adjunct Assistant Professor
PhD, Smith College, 1999
Becky Morales, Adjunct Assistant Professor
MSSW, University of Texas at Austin, 2003
Mary K Mulvaney, Clinical Professor
MSSW, University of Texas at Austin, 1980
Jesus Ortega, Assistant Professor of Practice
MSW, University of Texas at San Antonio, 2012
Yolanda C Padilla, Professor
Clara Pope Willoughby Centennial Professorship in Child Welfare
PhD, University of Michigan-Ann Arbor, 1993
Jose Ruben Parra-cardona, Associate Professor
PhD, Texas Tech University, 2004
Cynthia S Penwell, Adjunct Assistant Professor
MSSW, University of Texas at Austin, 2010
Christina A Philburn, Assistant Professor of Practice
MSW, Fordham University, 2010
Farya Phillips, Research Assistant Professor
PhD, University of Texas at Austin, 2013
Elizabeth C Pomeroy, Professor  
Bert Kruger Smith Centennial Professorship in Social Work  
PhD, University of Texas at Austin, 1994

Suzanne Potts, Lecturer  
MSW, San Diego State University, 1998

Diane McDaniel Rhodes, Lecturer  
MA, The Episcopal Theological Seminary of the Southwest, 2001

Stephanie L Rivaux, Adjunct Assistant Professor  
PhD, University of Texas at Austin, 2009

Mayra Elizabeth Robles-Alvarado, Assistant Professor of Practice  
MSW, Our Lady of the Lake University, 2012

Michele Angela Rountree, Associate Professor  
PhD, Arizona State University Main, 1992

Donna Shnor, Assistant Professor of Practice  
MSSW, University of Texas at Austin, 2005

Starla Simmons, Clinical Assistant Professor  
MSSW, University of Texas at Austin, 2007

Sarah Kaye Sloan, Clinical Associate Professor  
MSSW, University of Texas at Austin, 2003

Ashleigh Smith, Assistant Professor of Practice  
MSSW, University of Texas at Austin, 2012

Douglas R Smith, Adjunct Assistant Professor  
MSSW, University of Texas at Austin, 2000

Robin M Smith, Clinical Assistant Professor  
MSSW, University of Texas at Austin, 1992

Stephen M Sonnenberg, Professor of Instruction  
MD, Yeshiva University, 1965

Erin P Spalding, Adjunct Assistant Professor  
MSSW, University of Texas at Austin, 2007

Debra Lynn Sparks, Clinical Associate Professor  
MSW, Texas State University, 2002

Richard T Spence, Research Professor  
PhD, University of Texas at Austin, 1984

Calvin L Streeter, Professor  
Meadows Foundation Centennial Professorship in the Quality of Life in the Rural Environment  
PhD, Washington University in St Louis, 1989

Sarah A Swords, Clinical Associate Professor  
MSW, Simmons College, 1982

Carmen R Valdez, Associate Professor  
PhD, University of Texas at Austin, 2004

Mary M Velasquez, Professor  
Centennial Professorship in Leadership for Community, Professional, and Corporate Excellence  
PhD, University of Texas Health Science Center at Houston, 1997

Shetal Vohra, Assistant Professor  
PhD, University of Houston, 2009

Kirk L Von Sternberg, Associate Professor  
PhD, University of Texas Health Science Center at Houston, 2005

Tanya M Voss, Clinical Professor  
MSW, University of Texas at Austin, 1996

Shane O Whalley, Adjunct Assistant Professor  
MSSW, University of Texas at Austin, 2003

Kari L White, Associate Professor  
PhD, University of Texas at Austin, 2001

Valerie Whiting, Adjunct Assistant Professor  
MSSW, University of Texas at Austin, 1999

Ahmed Whitt, Assistant Professor  
PhD, University of North Carolina at Chapel Hill, 2013

Nichole Winges-Yanez, Adjunct Assistant Professor  
MSW, Portland State University, 2012

Christine D Winston, Lecturer  
MSSW, University of Texas at Austin, 1998

Luis H Zayas, Professor  
The Robert Lee Sutherland Chair in Mental Health and Social Policy  
PhD, Columbia University in the City of New York, 1986
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