

THE UNIVERSITY OF AUSTIN



2026-2027

# Academic Catalog

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522 CONGRESS AVENUE, AUSTIN, TEXAS 78701 · [UAUSTIN.ORG](http://UAUSTIN.ORG)

# Provost's Message

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Dear Students,

Welcome to the University of Austin!

This academic catalog is a directory of courses, degree requirements, and academic policies. But it is also an invitation to build: to build your intellect, your character, and your future. Think of this catalog as an academic roadmap for forming the innovators, builders, leaders, public servants, and citizens on which a free country depends.

At UATX, we are committed to delivering a world-class undergraduate education to every student. Our academic program is designed to equip you with timeless tools for rich and deep thinking, so that you are well-equipped to engage effectively with new and varied ideas. This program is intellectually rigorous and will ground you unapologetically in the foundations of Western thought. It offers you the opportunity to explore ideas and learn skills relevant to your future endeavors. Graduates of this program can be confident in their readiness to succeed in the real world.

This catalog updates the organization of our curriculum, introducing several academic concentrations and applied tracks by which to organize your course of study as your interests guide you. This updated structure offers clear, cohesive learning pathways that afford you both focus and flexibility as you pursue your degree. Please review these updates carefully and engage with your faculty advisor to identify the best pathway for you.



I encourage you to challenge yourself as you engage with this curriculum. Take the seminar that seems intimidating. Speak up when you have an idea. Give thought to perspectives that are new to you. Above all, listen earnestly and debate in good faith. Open inquiry and civil discourse are non-negotiable bedrocks of our learning community, and you will be a stronger thinker and learner if you practice them.

Don't navigate this formation journey alone. UATX is home to a stellar faculty team and they are here for you. Make time to visit with them and receive their guidance on shaping your learning experience. Your program will be best if you remain engaged with these education professionals who have your interests at heart.

Whether you are taking your very first steps into our classrooms or continuing your focused studies, you are an essential part of the UATX story. We are building something extraordinary together and that work begins with the curiosity you bring to campus every day. Let's make this the best UATX year yet.

I wish you a challenging, rewarding, and truly transformative academic year.

Building and serving with you,

**David Ruth, Ph.D.**

Captain, USN (Ret.)

Provost, University of Austin

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## General Information

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### Mission

The University of Austin prepares thoughtful and ethical innovators, builders, leaders, public servants and citizens through open inquiry and civil discourse.

Our commitment to the pursuit of truth arises from our confidence that the nature of reality can be discerned, albeit incompletely, by those who seek to understand it, and from our belief that the quest to know, though unending, is an ennobling, liberating, and productive endeavor.

As an academic community, UATX values both the wisdom of the past and the transformative potential of novel ideas. The University is dedicated to the preservation and transmission of humanity's rich intellectual, scientific, artistic, and cultural inheritance. At the same time, UATX vigorously pursues the discovery, creation, and communication of new knowledge.

Each of these endeavors depends on fostering an environment of intellectual freedom and pluralism. UATX strives to build and sustain a community based on the lively clash of ideas and opinions.

### Constitution

The University of Austin is uniquely governed by a Constitution that clearly defines the responsibilities and authority of its administrators, faculty and staff. It combines not only this structural function, but also provides a unique mechanism whereby students, faculty and staff may be certain that their academic freedoms are not abridged by institutional action. This Constitution is one of the founding innovations of the University and can be found here: the Constitution of the University of Austin.

# Non-Discrimination Statement

UATX is a school that admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, or any other legally protected basis in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

# Authorization and Accreditation

The Texas Higher Education Coordinating Board has granted a Certificate of Authority to UATX to award the degree listed below:

## **Bachelor of Arts in Liberal Studies**

This certificate does not constitute accreditation; the issuance of this certificate attests only that the institution has met the Board's standards established for nonexempt institutions.

Questions or complaints about this institution should be addressed to:

**Texas Higher Education Coordinating Board**

P.O. Box 12788, Austin, Texas 78711

512.427.6200

University of Austin is a Candidate institution and a member of the Middle States Commission on Higher Education (MSCHE or the Commission) [www.msche.org](http://www.msche.org). University of Austin's accreditation status is candidate for accreditation. The Commission's most recent action on the institution's accreditation status on August 28, 2025 was to grant candidate for accreditation status. MSCHE is recognized by the U.S. Secretary of Education to conduct accreditation and pre-accreditation (candidate status) activities for institutions of higher education including distance, correspondence education, and direct assessment programs offered at those institutions. The Commission's geographic area of accrediting activities is throughout the United States.

## History

In spring 2021, a series of informal discussions coalesced into a unified vision for reimagining American higher education. On May 26, 2021, Niall Ferguson, Joe Lonsdale, Bari Weiss, and others convened at Lonsdale's home in Austin to pose a bold question: Could a new university be founded on open inquiry and civil discourse in today's polarized academic culture? That single day of dialogue solidified their resolve. That evening, Joe Lonsdale invited a broader circle to dinner, where the idea took further root. Several individuals who later became founding donors were present, further fueling the initiative.

Though they didn't formally name the institution that night, the consensus was in favor of Austin, a city known for political diversity, innovation, and tolerance. The next step was clear: build a university grounded in those values.

They recognized the need for seasoned academic leadership and unanimously chose former St. John's College President Pano Kanelos to be the university's Founding President. With Lonsdale providing seed funding, the effort accelerated. A founding board was formed, and on July 1, 2021, Pano became the first employee of what was then operating under the name UATX due to legal limitations around using "university." Five months later, on November 8, 2021, the University of Austin publicly launched its mission: to establish a world-class institution dedicated to truth, inquiry, and freedom of thought and promising to do so within three years.

By Fall 2024, UATX made history by welcoming its first undergraduate class. This achievement was followed by a second cohort in Fall 2025, each maintaining full-tuition scholarships and a merit-first admission policy. Then, on June 11, 2025, Carlos M. Carvalho, a renowned statistician from the McCombs School at UT-Austin, was inaugurated as UATX's second president.

## The Campus

The inaugural campus is located in the historic Scarbrough Building, 522 Congress Avenue, Suite 300, Austin Texas.

The Scarbrough Building is Austin's original office tower. Completed in 1909 with the Chicago style architecture, the building stands as an icon in the epicenter of Downtown Austin: Congress Avenue and 6th Street. With its charming turn-of-the-century architecture, the space combines history with modern design. As the first skyscraper in Austin, the building retains many original features but has been modernized to offer an unparalleled location for tenants.

The University has built a modern campus on the solid foundations of this historic building, much as its curriculum scaffolds modern learning and skills on a solid classical foundation. Its location on Congress Avenue at the midpoint between the State Capitol and the Congress Street Bridge places it at the very heart of downtown Austin and at the hub of the tech and innovation region that has sprung up around it. Students will learn and live in close contact with the energy that comes from being in one of America's most vibrant entrepreneurial communities.



## SECTION 02

# Academic Calendar 2026–2027

The Academic Calendar consists of three full terms (Fall, Winter, Spring) and two abbreviated terms (D-Term and Summer).

## Fall Term 2026

| MONTH            | DATES                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>August</b>    | Saturday, August 22 – Freshman Move-in Day<br>Sunday, August 23 – Parent Orientation; Convocation Rehearsal and Ceremony<br>August 24–28 – Student Orientation<br>Friday, August 28 – High Table<br>Monday, August 31 – Term Begins                                                                                                                                            |
| <b>September</b> | Monday, September 7 – Labor Day Holiday – No Classes<br>Thursday, September 10 – Last Day for Drop/Add<br>Friday, September 11 – Roster Verification                                                                                                                                                                                                                           |
| <b>October</b>   | Wednesday, October 14 – Last Day to Withdraw from Any Classes<br>October 30–November 1 – Families Weekend                                                                                                                                                                                                                                                                      |
| <b>November</b>  | Monday, November 9 – Last Day of Instruction<br>Tuesday, November 10 – First Day of Final Exams<br>Wednesday, November 11 – Veterans Day Holiday (No Classes/No Finals)<br>Thursday–Friday, November 12–13 – Final Exams<br>Monday–Tuesday, November 16–17 – Final Exams<br>Tuesday, November 17 – Thanksgiving High Table<br>Sunday, November 22 – Fall Term Final Grades Due |

## December Term (D-Term) 2026 (3-weeks)

| MONTH                          | DATES                                                                                                                                                                                                                                                                                          |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>November /<br/>December</b> | Monday, November 30 – Term Begins<br>Tuesday, December 1 – Last Day for Drop/Add<br>Wednesday, December 2 – Roster Verification<br>Friday, December 7 – Last Day to Withdraw from Any Classes<br>Friday, December 18 – Last Day of Session<br>Wednesday, December 23 – D-Term Final Grades Due |

## Winter Term 2027

| MONTH           | DATES                                                                                                                                                                                               |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>January</b>  | Monday, January 4 – Winter Term Begins<br>Wednesday, January 13 – Last Day to Drop/Add<br>Thursday, January 14 – Roster Verification                                                                |
| <b>February</b> | Monday, February 15 – President’s Day Holiday – No Classes<br>Wednesday, February 17 – Last Day to Withdraw from Any Classes                                                                        |
| <b>March</b>    | Monday, March 15 – Last Day of Instruction<br>Tuesday–Friday, March 16–19 – Final Exams<br>Wednesday, March 24 – Winter Term Final Grades Due<br>Monday, March 22 – Friday, March 26 – Spring Break |

# Spring Term 2027

| MONTH        | DATES                                                                                                                                                                           |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>April</b> | Monday, March 29 – Spring Term Begins<br>Wednesday, April 7 – Last Day to Drop/Add<br>Thursday, April 8 – Roster Verification                                                   |
| <b>May</b>   | Wednesday, May 12 – Last Day to Withdraw from Any Classes<br>Monday, May 31 – Memorial Day – No Classes                                                                         |
| <b>June</b>  | Monday, June 7 – Last Day of Instruction<br>Tuesday–Friday, June 8–11 – Final Exams<br>Friday, June 11 – High Table Dinner<br>Wednesday, June 16 – Spring Term Final Grades Due |

# Summer Term 2027 (5-weeks)

| MONTH       | DATES                                                                                                                                                                                                      |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>June</b> | Monday, June 21 – Summer Term Begins<br>Tuesday, June 29 – Last Day to Drop/Add<br>Wednesday, June 30 – Roster Verification                                                                                |
| <b>July</b> | Monday, July 5 – Independence Day – No Classes<br>Friday, July 9 – Last Day to Withdraw from Any Classes<br>Friday, July 23 – Last Day of Summer Term<br>Wednesday, July 28 – Summer Term Final Grades Due |

\*The academic calendar is subject to change

## Admissions

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### Undergraduate Admissions

Merit is the foundation of the University of Austin's admissions process. This principle reflects our commitment to intellectual rigor and measurable achievement. In accordance with the University Constitution:

*"Admission and graduation decisions shall be made strictly without regard to race, gender, sexual orientation, political affiliation, or religious faith."*

This Policy is structured to identify and admit students with the demonstrated potential to thrive in a demanding academic environment.

The University of Austin admits applicants of all races, colors, and national or ethnic origins to all rights, privileges, programs, and activities generally accorded or made available to students. The University does not discriminate in administration of educational policies, admissions, scholarships, or programs.

### Full-Time / Part-Time Status

- **Full-time applicant:** Enrolled in 12 or more credit hours per term
- **Part-time applicant:** Enrolled in fewer than 12 credit hours per term

### Application Pathways

Early Action Merit-First, Regular, and Mid-Year Entrance Admissions are available. Each has common age, citizenship, previous degree, and integrity requirements. Differences are in standardized and other test requirements and admission timelines. See the latest Undergraduate Admissions Policy for details.

Enrollment deposits for admitted students are due by August 1, 2027 for Fall 2027 entry.

## Additional Information

- **False or Misleading Information:** May result in denial or revocation of admission, forfeiture of deposits and aid, dismissal, or ineligibility for academic credit
- **Deferral Policy:** One-year deferral allowed with enrollment deposit; longer delays require reapplication
- **International Applicants:** Not currently admitted
- **Transfer Credit:** Not accepted; all applicants must apply as first-year students
- **Readmission:** Requires new application after more than one year of absence
- **Appeals:** Only considered in cases of documented factual error

For questions or assistance, contact [admissions@uaustin.org](mailto:admissions@uaustin.org).

## Non-Degree Admission

UATX may admit individuals on a limited basis as non-degree students for the purpose of enrolling in or auditing individual courses without seeking admission to a degree program. Non-degree admission does not constitute admission to a UATX degree program, and enrollment is contingent upon space availability, satisfaction of any applicable course prerequisites, and compliance with University policies and procedures. Eligibility, course load, and the applicability of credits earned as a non-degree student toward any future degree program may be limited by the University. All non-degree admission and enrollment is subject to approval by the Academic Standards Council.

## Academic Policies

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### Academic Policies and Procedures

There are certain academic requirements that must be met before a degree is granted. Advisors and center deans are available to help the student understand and meet these academic requirements. However, the student alone is responsible for fulfilling them. If, at the end of a student's course of study, the requirements for graduation have not been satisfied, the degree will not be granted. For this reason, it is important for students to acquaint themselves with all academic requirements throughout their university career and to be responsible for completing all requirements within prescribed deadlines and time limits.

The University of Austin makes no claim or representation relating to the specific outcome of its program and degree offerings with regard to employment or qualification for employment, admission to or preparation for graduate or professional degree programs, or licensing for occupations or professions.

Students are responsible for knowing what requirements apply to them and should discuss this with their advisor or the Office of the Registrar. Students must follow the requirements from the catalog for the year in which they were admitted or readmitted. Policies herein apply to all University of Austin students, on the ground, online, and at any location, unless otherwise specified.

Students are expected to learn the University requirements and regulations which are applicable to them and are individually responsible for meeting all such requirements and regulations. Before the close of each term, the student is expected to discharge all financial obligations to the University. A student may not register for a new term nor receive a degree until all University bills are paid.

# Academic Advising

Advising is provided by assigned Faculty Advisors. The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. The advisor also provides information and guidance regarding UATX's academic policies and procedures. However, the final responsibility for meeting all academic program requirements lies with the student.

## Academic Honors

### Dean's List and President's List

At the end of each academic year, UATX awards academic honors to full-time students who demonstrate exceptional academic performance relative to their peers.

### Eligibility Requirements

- Enrollment in at least 12 credit hours per term during the full terms of the academic year (Fall, Winter, Spring);
- No Incomplete (I) grades on record;
- Must be in good disciplinary standing.

### Award Criteria

Dean's List and President's List honors are awarded based on a student's cumulative Course Score Average (CSA; the UATX version of GPA) compared to the full-time undergraduate population for that academic year:

| HONOR            | CSA CLASS RANK                 |
|------------------|--------------------------------|
| President's List | Top 5% of full-time students   |
| Dean's List      | Next 10% of full-time students |

- The Provost's Office calculates CSA rankings following the conclusion of the spring term.
- Dean's List and President's List honors are based solely on coursework completed at UATX.
- Honors are recorded on the student's official academic record and may be announced publicly.

## Academic Integrity Policy

The University of Austin is committed to fostering a community of trust, intellectual honesty, and personal responsibility. Academic integrity is essential to the pursuit of truth and the preservation of scholarly rigor. Any attempt to gain academic advantage through dishonest or unethical means undermines the values of our institution and will not be tolerated.

Institutional Rule 2 (see [Attachments](#)) defines and governs what constitutes academic as well as behavioral misconduct by students. If the University finds that a student engages in misconduct as proscribed by Rule 2, the student is subject to disciplinary action.

The following forms of academic misconduct are strictly prohibited:

- **Cheating:** Using or attempting to use unauthorized materials, information, or assistance in academic exercises (e.g., copying from another student, unauthorized notes, or obtaining advance access to exams).
- **Plagiarism:** Presenting another person's words, ideas, or work as one's own without proper attribution.
- **Fabrication:** Falsifying or inventing information, data, or citations.
- **Unauthorized Use of Artificial Intelligence:** Using AI tools to complete assignments beyond what the instructor has authorized.

Institutional Rule 2 is included in the Academic Catalog Attachments, the student handbook, and the university website.



# Grading System

## Performance Bands

| SCORE RANGE | LETTER GRADES | DESCRIPTOR                                     |
|-------------|---------------|------------------------------------------------|
| 90–100      | A-, A, A+     | Excellent                                      |
| 80–89       | B-, B, B+     | Above Average, with some room to improve       |
| 73–79       | C, C+         | Satisfactory, with significant room to improve |
| 60–72       | D-, D, D+, C- | Poor, fails to meet basic standards            |
| 0–59        | F             | Unsatisfactory / Failing                       |

## Graded Work

Individual units of assigned student work are assessed on a 0–100 point scale.

## Course Score Calculation

A student's final course score is a weighted average of all graded assignments, on a 100-point scale. At least 75% of the total weight must come from work completed under in-class (or equivalent) conditions, unless an exception is approved by the Dean or Director responsible for the course.

## Course Score Average (CSA)

At UATX, the Course Score Average (CSA) fulfills the role of a traditional grade point average (GPA), calculated and presented on a 100-point scale. The CSA is calculated in the same manner as a traditional GPA, but using a student's final course score in place of traditional grade points.

## CSA to Former GPA Equivalent Crosswalk

| CSA | 97–100 | 93–96 | 90–92 | 87–89 | 83–86 | 80–82 | 77–79 | 73–76 | 70–72 | 67–69 | 63–66 | 60–62 | 0–59 |
|-----|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| GPA | 4.0    | 4.0   | 3.7   | 3.3   | 3.0   | 2.7   | 2.3   | 2.0   | 1.7   | 1.3   | 1.0   | 0.7   | 0    |

## Course Score to Letter Grade Equivalent Crosswalk

| SCORE  | 97–100 | 93–96 | 90–92 | 87–89 | 83–86 | 80–82 | 77–79 | 73–76 | 70–72 | 67–69 | 63–66 | 60–62 | 0–59 |
|--------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|------|
| LETTER | A+     | A     | A-    | B+    | B     | B-    | C+    | C     | C-    | D+    | D     | D-    | F    |

## Special Grade Notations

| GRADE     | MEANING                                                                                                                                                             |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>P</b>  | Pass (does not affect CSA)                                                                                                                                          |
| <b>I</b>  | Incomplete: Work not completed due to documented emergency or hardship. Must be approved by the Provost's Office and resolved before the end of the following term. |
| <b>S</b>  | Satisfactory (does not affect CSA)                                                                                                                                  |
| <b>U</b>  | Unsatisfactory (does not affect CSA): Performance was insufficient. Required courses marked Unsatisfactory must be retaken to earn credit.                          |
| <b>W</b>  | Withdrawn: Student dropped course after add/drop deadline (no CSA impact).                                                                                          |
| <b>AU</b> | Audit: Student participated but did not earn credit or a grade.                                                                                                     |

## Transcript Summaries

**Course Score Average (CSA):** Serves as the student's GPA. Weighted average of all course scores, based on credit hours. Recorded to two decimal places.

# Grading Policy

This grading policy is intended to prevent grade inflation and maintain the ability to differentiate levels of student achievement by course grades and overall CSA.

## Target Score Distribution

The expected course section average score is 85.

## Required Score Range Without Review

Each term, instructors may assign scores that result in an average score over all their sections of the same course between 82 and 88 without further review.

## Deviation Procedure

If the average score falls outside the 82–88 range:

- The instructor must justify the deviation to the Dean or Director responsible for the course.
- If approved, the Dean or Director will report the deviation and rationale to the Academic Standards Council.
- If not approved, the instructor must revise the grades to bring the average within the required range.

# Academic Standing and Disenrollment Policy

## Satisfactory Academic Progress and Good Academic Standing

To remain in good academic standing, undergraduate students must demonstrate Satisfactory Academic Progress (SAP) toward degree completion. This includes:

- Maintaining a minimum cumulative CSA of 73 or higher
- Making consistent progress toward timely graduation (e.g., averaging at least 36 credits per academic year, no more than 2 course withdrawals per academic year)

SAP is evaluated at the end of each academic term: Fall, Winter, Spring, D-term, and Summer. Grades earned during the D-term and Summer terms are included in cumulative CSA calculations. Academic standing reviews occur five times per year, based solely on coursework completed at the University of Austin. A change in academic standing takes effect the next full term in which the student enrolls.

Students who participate in extracurricular activities, such as intercollegiate athletics, music ensembles, or other public-facing programs, must remain in good academic standing. These students must meet all SAP standards and maintain full-time enrollment and active progress toward a degree to remain eligible for participation.

## **Disenrollment Policy**

The University of Austin maintains high academic standards. Students who fail to meet those standards will be disenrolled without a probationary period.

A student will be automatically disenrolled at the end of any academic term (Fall, D-term, Winter, Spring, or Summer) if either of the following conditions is met:

- Their cumulative CSA is below 73, after two full academic terms
- Their term CSA is below 60

This policy applies to all academic terms. Students will have 3 business days after being notified of their disenrollment to appeal it in writing to the Provost's Office. The Academic Standards Council (ASC) will determine whether the student has proven that there is good cause to grant the appeal and allow the student to remain enrolled despite their CSA. A decision will be given within 3 business days of the end of the appeal period.

# Reapplication After Disenrollment

Disenrolled students must sit out one full academic term (Fall, Winter, or Spring) before applying for readmission. To be considered for readmission, a student must:

- Reapply through the standard admissions process and meet the prevailing admissions standards in effect at the time of reapplication. Students are invited to re-take tests to increase their chances of being admitted.
- Submit a written petition to the Office of the Provost that:
  - Explains the factors that led to prior academic underperformance
  - Demonstrates readiness to succeed in the university’s academic environment
  - Includes evidence of steps taken during the term off to prepare for return
- Be available for an optional interview, if requested by university leadership or the Provost’s Office.

Readmission is not automatic and is evaluated on a case-by-case basis.

# Class Periods

During the 2026-2027 academic year, UATX will observe the following daily class periods as part of its regular school day.

- **Building Hours:** 8:00am – 6:15pm
- **Daily Common Lunch Period:** 12:45pm – 1:45pm
- **Weekly Speaker Series:** Tuesday Period 6
- **Weekly Special Programming Period:** Thursday Period 6

| PERIOD 1        | PERIOD 2          | PERIOD 3            | PERIOD 4        | PERIOD 5        | PERIOD 6        |
|-----------------|-------------------|---------------------|-----------------|-----------------|-----------------|
| 8:30–<br>9:45am | 10:00–<br>11:15am | 11:30am–<br>12:45pm | 1:45–<br>3:00pm | 3:15–<br>4:30pm | 4:45–<br>6:00pm |

# Class Attendance

Students must attend all classes. Attendance and participation requirements are specified in the course syllabus and may vary depending on the specific program of study. The professor may establish policies and consequences for each course and publish those policies in the course syllabus.

## Excused Absences

Absences will be considered unexcused unless students receive an approved excused absence under the following circumstances:

1. Absence due to higher priority obligation related to university interest, subject to the approval of the Provost
2. Emergency (e.g., medical/bereavement), subject to the approval of Students & Community
3. Civic (jury duty, military obligation), subject to the approval of Students & Community

To be approved for an excused absence, the student must submit a request with supporting documentation within 3 business days of the absence. The approval authority indicated in the list above will return a decision within 3 business days with notification to the student and associated faculty members. When granted an excused absence, the student may make up missed coursework without penalty. Students may not make up in-class activity missed during an unexcused absence.

## Classifications

|                  |                                        |
|------------------|----------------------------------------|
| <b>Freshmen</b>  | 0–44.5 total credit hours earned       |
| <b>Sophomore</b> | 45–89.5 total credit hours earned      |
| <b>Junior</b>    | 90–134.5 total credit hours earned     |
| <b>Senior</b>    | At least 135 total credit hours earned |

# Credit Hour and Student Engagement

The University of Austin uses the quarter hour as its standard credit hour, consistent with federal definitions and Carnegie Unit standards. One quarter credit hour represents a minimum of 3 hours of total student engagement per week over a standard 10-week term (or a minimum of 30 total hours per term). Student engagement encompasses all course-related academic work, including direct instruction, interactive learning, reading, research, writing, laboratory work, and independent study. This broad definition applies to all UATX courses, regardless of the length of the course, location of instruction, or instructional format.

Students must complete 180 quarter credits (45 quarter credits per academic year) to graduate with an undergraduate degree, normally distributed over three 10-week terms per year with an average course load of 15 quarter credits per 10-week term. For comparison purposes, 180 quarter credits is equivalent to 120 semester credits.

# Student Educational Records and Privacy

As a private institution authorized by the Texas Higher Education Coordinating Board (THECB), the University of Austin follows state standards regarding the maintenance, access, and disclosure of student educational records. These policies uphold student privacy while ensuring proper academic and administrative operations.

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The University has declined to accept Title IV funds and all other forms of federal aid. As a result, the Family Educational Rights and Privacy Act does not apply to the University.

## Student Rights

All enrolled students have the following rights with respect to their education records:

- **Right to inspect and review** their own academic and educational records, with reasonable notice and in accordance with institutional procedures.
- **Right to request corrections or amendments** to records believed to be inaccurate, misleading, or otherwise inappropriate. If a request is denied, students may submit a written statement of explanation or disagreement for inclusion in the record.
- **Right to control disclosure** of personally identifiable information, except in circumstances authorized by state law, university policy, or relevant accrediting and regulatory agencies.

## **Institutional Use and Disclosure of Records**

Student records may be accessed by university officials with a legitimate educational or administrative interest, including faculty, advisors, and staff acting within the scope of their official duties. The University may also disclose education records without student consent to:

- Other institutions to which a student is transferring or has applied
- Accrediting bodies and state-approved auditors or evaluators
- Financial aid providers or agencies managing aid eligibility and disbursement
- Appropriate officials in cases of emergencies affecting the health or safety of individuals
- Law enforcement or legal authorities pursuant to a lawful subpoena, judicial order, or state statute

## **Directory Information**

In accordance with THECB guidelines, the University of Austin designates the following as directory information, which may be disclosed without prior consent unless the student has opted out:



- Full name
- Major field of study and concentration, if applicable
- Dates of attendance
- Enrollment status (e.g., full-time or part-time)
- Degrees, awards, honors, and scholarships received
- County of residence for recipients of awards or honors

The following are classified as limited use directory information, which may be disclosed only under specific, controlled conditions:

- Student images (e.g., photographs, video, or likeness)
- University-issued student email addresses

Limited use directory information may be used or disclosed only for:

- Official university publications, websites, or social media channels
- Internal university communications among authorized officials with a legitimate need to know
- External partners or vendors contractually affiliated with the University and acting under agreements that safeguard student privacy

## **How to Withhold Directory Information**

Students who wish to withhold their directory or limited use directory information must notify the Office of the Provost in writing.

## **Grade Changes and Appeals**

Once a grade has been submitted to the Office of the Registrar, only the instructor can change the grade, except in the case of a grade appeal. If a student believes that a final course grade has been improperly awarded, the student may appeal the grade by following these steps:

- The student must contact the instructor in writing to seek a solution no later than four weeks after the end of the term in which the course resides. The instructor must notify the student of the decision within one week of being contacted by the student. If the instructor decides that a grade change is warranted, the instructor must submit a change of grade form approved by the Dean or Director responsible for the course to the Office of the Registrar.
- If the decision of the instructor is not acceptable to the student, or the instructor does not respond in the established timeframe, an appeal may be made in writing to the Dean or Director responsible for the course within one week after notification by the instructor. The written appeal must specify both the complaint, and the action requested. The Dean or Director must notify the student of the decision within two weeks.
- If the decision of the Dean or Director is not acceptable to the student, or no response is given within the established timeframe, a written appeal may be made to the Office of the Provost within one week after notification by the Dean or Director. The Office of the Provost will seek a solution within five days or may refer the matter to the Academic Standards Committee, which will then decide the case within five days. The decision of the Office of the Provost is final unless the Provost refers the appeal to the Academic Standards Committee, in which case the decision of that committee becomes final.

## Incomplete Grades

The grade of “I” (Incomplete) may be assigned only in extraordinary circumstances when a student is unable to complete the final requirements of a course due to a serious and documented disruption, such as severe illness, accident, or emergency. Incompletes are not to be used to allow a student to do additional work to improve a grade, catch up on missed assignments, or compensate for poor performance. All incompletes must be approved before the end of the term by the Office of the Provost and resolved before the end of the following term. Incomplete requests may be initiated by the student or the faculty.

## Approval Process

An incomplete may be granted only with the formal approval of all of the following:

- The instructor of record
- The Dean or Director responsible for the course
- The Provost

It is the student's or faculty's responsibility to initiate the request as soon as possible and provide appropriate documentation. In most cases, the student must have completed the majority of the coursework at a passing level prior to requesting an incomplete.

## Completion Timeline and Consequences

- All incomplete work must be completed and submitted within one full academic term (Fall, Winter, or Spring) following the term in which the "I" was assigned.
- If the required work is not completed and a final grade is not submitted by the deadline, the "I" will automatically convert to a grade of "F".
- An "I" grade does not count toward credit hours earned, does not fulfill prerequisite requirements, and is excluded from CSA calculations until resolved.

## Leave of Absence (LOA) Policy

The University of Austin permits students to request a Leave of Absence (LOA) for medical or non-medical reasons in extraordinary circumstances that interrupt their ability to pursue academic work. This policy provides a structured pathway for students to disengage temporarily from the University, while maintaining the integrity of the academic program.

## Eligibility and General Conditions

To be eligible for a Leave of Absence, a student must:

- Be in good academic standing (i.e., not subject to disenrollment under the Academic Standing Policy)
- Be in good financial standing with the University
- Have no unresolved disciplinary or sexual misconduct policy matters pending at the time of request

**Important:** LOA requests will not be approved retroactively or in place of academic review procedures. Students whose academic performance qualifies for disenrollment under the University's Academic Standing Policy are not eligible to request or be granted a leave in order to circumvent disenrollment.

## Types of Leave

**Medical Leave** — Students may request a medical LOA for reasons of significant physical or mental health concerns. Requests must include:

- A completed LOA Request Form
- A letter from a licensed healthcare provider indicating the nature of the condition, the necessity of the leave, and anticipated duration

Medical leaves typically last one academic term to one full year, and may be extended upon submission of updated medical documentation. A fitness-to-return statement from a licensed provider is required for re-enrollment.

**Non-Medical Leave** — Students may request a non-medical LOA for personal, financial, family, or professional obligations. Supporting documentation may include:

- Verification of family emergency
- Financial hardship documentation
- Military deployment notice or similar extraordinary obligations

Non-medical leave is normally limited to one academic term, and may be extended for up to a maximum of one calendar year with approval. Requests for extension must be submitted before the original leave expires.

## **Approval Process**

LOA requests must be submitted to the Registrar's Office and include required documentation, as listed above. All leave requests are reviewed by:

- Director of Academic Affairs (final approval, medical LOA)
- Provost (final approval, non-medical LOA)

Students will be notified in writing of the approval status within 5 business days and any conditions tied to the leave.

## **Status During Leave**

While on an approved leave:

- Students may not access the UATX campus
- Students may not attend classes, submit coursework, sit for exams, or receive grades
- Students may not participate in academic advising, student leadership, research, or performance-based programs
- University-issued email accounts and library access may be suspended

## **Impact on Academic Progress and Financial Aid**

- Time away may delay graduation, affect eligibility for certain courses or programs, and change course sequencing
- Students receiving financial aid must consult the Office of Financial Aid before submitting an LOA request, as aid may be suspended or require reapplication upon return
- Scholarships are not guaranteed upon return; renewal is subject to reapplication and available funding

## Re-enrollment

To return from leave, students must follow these procedures:

- **Medical Leave:** Submit documentation from a licensed healthcare provider stating that the student is fit to return and resume academic activity
- **Non-Medical Leave:** Notify the Office of the Provost in writing at least four weeks prior to the desired start date (e.g. start date of next term).

In both cases, students may be required to meet with an academic advisor or participate in a reentry planning process. Failure to re-enroll by the end of the approved LOA period will result in automatic withdrawal from the University. Students withdrawn in this manner must reapply for admission under prevailing standards.

## Safeguards Against Misuse

- A student who ends a term with a CSA below the thresholds set in the Academic Standing Policy (e.g., cumulative CSA below 73 or term CSA below 60) is ineligible for LOA approval for that term or any subsequent term unless reinstated through the formal reapplication process
- Retroactive LOAs will not be granted under any circumstances
- Requests for LOA submitted after grades are posted will be automatically reviewed against academic standing and subject to denial if used to avoid disenrollment

## Confidentiality and Support

All documentation submitted in connection with an LOA, especially medical materials, will be handled with the highest level of confidentiality and stored in compliance with applicable privacy laws and institutional policy. Students may also be referred to campus resources for additional support during their leave and transition back to campus life.

# University Withdrawal

Students may request to withdraw from the University of Austin when personal, medical, or other extraordinary circumstances prevent continued enrollment. The withdrawal process is designed to maintain the integrity of academic standards while allowing for flexibility in exceptional situations. A withdrawal is not official unless the student submits a University Withdrawal Request Form and receives approval from the Office of the Provost. The effective date of withdrawal is the date the University receives and approves the completed request.

## Voluntary Withdrawal and Academic Standing

Students may voluntarily withdraw up to the last day to withdraw with a grade of W, as published in the academic calendar. If approved:

- All in-progress courses will receive a grade of W (Withdrawn)
- The student must immediately cease participation in classes and academic activities

**Academic Standing Safeguard:** Students who would be subject to disenrollment under the Academic Standing Policy are not eligible to withdraw in order to avoid that sanction. Academic standing is verified before any withdrawal is finalized, and disenrollment will take precedence over a pending or retroactive withdrawal.

## Time Limits on Withdrawal Status

Students may not remain in withdrawn or inactive status indefinitely. Specifically:

- A student may remain withdrawn for no more than one full academic term, followed by one additional term of non-enrollment (e.g., a personal leave or gap term)
- If the student does not re-enroll by the start of the second term following their withdrawal, they will be automatically disenrolled from the University
- To return after this period, the student must formally reapply through the Office of Admissions and meet all current academic and admissions standards
- Additional documentation (such as a statement of readiness or academic plan) may be required depending on the circumstances of the prior withdrawal

## Emergency and Late Withdrawals

Requests made after the withdrawal deadline will only be considered in cases of extraordinary hardship (e.g., sudden illness, injury, or family crisis). These require:

- Documentation supporting the emergency or condition
- Approval by the Associate Provost for Academic Affairs
- The University's discretion in determining whether W grades or earned grades are posted

**Note:** The University does not permit retroactive withdrawals as a means of avoiding failing grades or academic sanctions.

## Administrative Withdrawal

The University may initiate an administrative withdrawal for students who:

- Are absent or disengaged from coursework for an extended period without communication
- Are no longer eligible to remain enrolled due to academic standing violations
- Present medical, psychological, or behavioral risks to themselves or the community
- Have unresolved disciplinary or compliance matters

In such cases, students may receive W grades or final earned grades depending on the timing and circumstances of the withdrawal.



## **Military Withdrawal Provisions**

Students who are called to active military duty or face other qualifying military-related obligations may request withdrawal from the University without academic penalty. These cases will be evaluated individually and with flexibility, taking into account documentation such as:

- Active duty or deployment orders
- Reserve or National Guard mobilization
- Other verified service obligations

If approved:

- W grades will be assigned for all in-progress courses
- The student's academic record will reflect a Military Withdrawal designation, with no negative academic impact
- Re-enrollment is permitted without reapplication, provided the student returns within one academic year and follows the University's reentry procedures

The University will assist in facilitating a smooth return, including advising and reintegration into the student's degree program.

## **Return After Withdrawal**

To return after any withdrawal, the student must:

- Re-enroll the next academic term, or within the allowed two-term window
- If more than two terms have passed, reapply through the Office of Admissions
- Satisfy prevailing admissions standards and submit any required materials (e.g., statement of readiness, advising plan)

Readmission is not guaranteed and will be evaluated holistically.

# Registering for Courses

Students are responsible for registering in a timely and accurate manner and for understanding the academic consequences of their enrollment decisions. A student will not receive credit for any course they did not officially register for through the University's registration system. Students must enroll on a full-time basis, with at least 12 credit hours in each of the three main terms of the Academic Year (i.e. Fall, Winter, Spring). Exceptions to this policy must be approved by the Office of the Provost.

A waiver for a Reduced Course Load may be granted under the following conditions:

1. **Documented Medical or Mental Health Necessity.** A student faces a physical or mental health challenge that precludes full-time course participation. This requires documentation from a licensed healthcare provider and must be coordinated through the Accommodations officer.
2. **Extracurricular Programs.** A student is participating in an extracurricular program that advances the UATX mission that precludes full-time course participation. This requires documentation from the extracurricular program and approval from the Office of the Provost.
3. **Extenuating Personal Circumstances.** Significant personal hardship, such as a death in the immediate family or emergency caregiving responsibilities. This must be coordinated through the Students & Community team.

To request a Reduced Course Load, students must complete the corresponding form in Populi-Links.

## Adding and Dropping Courses

Students may add or drop courses up to the deadlines listed in the official academic calendar. The following rules apply:

- After the last published day to add courses, a student must receive approval from the Dean or Director responsible for the course or the Office of the Provost to add a course.
- Students who wish to enroll in more than 18 credit hours in a single term must obtain approval from the Office of the Provost.

## **Submitting Course Changes**

It is the student's responsibility to ensure that any add/drop forms or enrollment changes are submitted and processed before the stated deadlines. The University does not accept retroactive requests to add or drop courses unless:

- The student provides clear documentation of extenuating circumstances (e.g., administrative error, documented medical emergency)
- The petition is approved by both the Dean or Director responsible for the course and the Office of the Provost

## **Course Withdrawals**

### **Dropping Without Record**

- From the first day of classes through the published add/drop deadline, a student may withdraw from a course without receiving a grade or transcript notation.

### **Withdrawals with a W Grade**

- After the add/drop deadline and until the last day to withdraw from a course, students may withdraw with a grade of "W", which does not affect CSA but is recorded on the transcript.
- Students who cease attending a course without submitting a formal withdrawal will automatically receive a grade of 60% of the graded work completed up to the point that they ceased attending.
- No course withdrawal requests will be accepted after the final withdrawal deadline, except in cases of documented emergency, and only with approval from the Office of the Provost. See Submitting Course Changes, above.

## Limitations on W Grades

To encourage academic accountability and discourage habitual withdrawal from coursework, the following limitations apply:

- Students may receive no more than two (2) W grades per academic year
- Students may receive no more than eight (8) W grades total throughout their entire undergraduate career at the University of Austin

A student who exceeds either of the above limits will be automatically disenrolled from the University at the end of the term in which the limit is exceeded, under the Disenrollment Policy.

## Special Circumstances

Students facing exceptional circumstances may petition for an exemption from the W-grade limit only once during their undergraduate career. Such petitions must:

- Be submitted in writing to the Office of the Provost
- Include clear, compelling documentation of the circumstances
- Be approved by the Provost

## Repetition of Work

Most undergraduate courses at UATX are standard and not repeatable for credit, unless specifically noted as repeatable in the academic catalog. Students who receive a grade below 60 in a course may repeat that course one time in an attempt to earn a higher grade. If a student fails a required course (grade of below 60), the student must retake it to satisfy degree requirements.

The following guidelines apply:

- Only courses in which a grade below 60 was earned may be repeated.
- Courses can be repeated only once and must be repeated at UATX.
- Only the higher of the two grades will be used in calculating the cumulative CSA.
- All grades earned will appear on the academic transcript.
- Grades 60 or above may not be repeated for grade replacement purposes.

## Requirements for Graduation

Each student is responsible for the proper completion of their academic program, for understanding and following all policies in the UATX Academic Catalog, and for meeting all graduation requirements. While academic advisors are available for support, students bear final responsibility for their academic progress and degree completion. To graduate from UATX, a student must:

- Achieve a minimum cumulative CSA of 73 on all coursework attempted at UATX;
- Earn at least 180 credit hours, with a minimum of 90 credit hours completed in residency at UATX;
- Successfully complete the following required curricular components:
  - Intellectual Foundations
  - Polaris
  - Center Requirements
- Satisfy all requirements from one academic catalog, either:
  - The catalog in effect at the time of first enrollment
  - The catalog in effect at the time of re-enrollment, or
  - A subsequent catalog if the student so elects.
- Students may not mix requirements across multiple catalogs;
- Settle all financial obligations to the university;
- Be in good disciplinary standing;
- Receive faculty and Board of Trustees approval.

## **Catalog Year Clarification**

Students who re-enter UATX after an absence of two or more academic years must fulfill the degree requirements of the catalog in effect at the time of re-enrollment, unless an exception is granted by the Office of the Registrar.

## **Residency Requirement Clarification**

The 90-credit residency requirement must be met through coursework completed at UATX. Credits earned through UATX-sponsored study abroad or officially approved off-campus programs may count toward residency if pre-approved by the Registrar. Transfer credits are not currently accepted and therefore does not count toward residency.

# Graduation Process

To be eligible for graduation, students must complete the following steps:

- Submit an Application for Graduation to the Registrar's Office;
- Complete all academic and financial obligations.

**Note:** Students who do not meet graduation requirements must reapply.

## Graduation With Honors

Students completing at least three-quarters of their degree credit at UATX (i.e., a minimum of 135 out of 180 credits) and who graduate in good academic and disciplinary standing may be eligible for graduation honors. These honors are based on a student's final cumulative CSA calculated from UATX coursework only and are awarded according to graduating class CSA percentiles, determined annually by the Office of the Registrar.

| LATIN HONOR     | CSA PERCENTILE CUTOFF |
|-----------------|-----------------------|
| Summa Cum Laude | Top 5% of graduates   |
| Magna Cum Laude | Next 10% of graduates |
| Cum Laude       | Next 15% of graduates |

## Honor Designation Guidelines

- Honors are calculated after all final grades are submitted for the graduating class.
- Percentile thresholds are re-evaluated each academic year.
- A student must not be under any disciplinary sanction at the time of graduation.
- Honors distinctions are recorded on official transcripts and diplomas.

**Note:** Transfer credit is not used in CSA calculations for honors. Only coursework completed at UATX is factored into determining eligibility.

# Student Information Updates

## Name Change

UATX maintains student records under the student's legal name as of their most recent enrollment. This is defined as the name on the student's Social Security card or international visa. All official documents (transcripts, diplomas, verifications) will be issued under this legal name. Legal name changes must be processed through the Office of the Registrar, accompanied by the appropriate documentation:

- **Option 1:** Two forms of Primary Identification, or
- **Option 2:** One form of Primary Identification and one form of Secondary Identification.

### Primary Identification:

- Driver's License
- State-Issued ID Card
- Passport
- Military ID
- US Citizenship Certificate
- Certificate of Naturalization
- Temporary Driver's License

### Secondary Identification:

- Birth Certificate
- Court Order
- Marriage License
- Social Security Card
- Concealed Handgun License

## Preferred Name Policy

Students may request a preferred name to be used in internal systems such as class rosters, advising platforms, and campus communications. Preferred names are not used on diplomas, transcripts, financial documents, or legal correspondence.



## Contact Information Changes

Students are responsible for keeping their mailing address and phone number updated with the university. Updates can be submitted through the Office of the Registrar, and will be reflected in the student's official record and online portal.

## Transfer of Credits

The University of Austin is currently in the process of seeking accreditation.

- UATX does not currently accept transfer credits from other institutions.
- The transferability of credits earned at UATX to other institutions is at the sole discretion of the receiving institution.
- Students considering future transfer are advised to consult directly with the admissions or registrar's office of their prospective institution to understand transfer policies.

# Student Finances

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## Expenses

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. Registration for any term may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous term, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

## Undergraduate Tuition

UATX charges no tuition for up to 180 credits taken over four years by full-time undergraduates.

|                         |     |
|-------------------------|-----|
| Tuition Per Year        | \$0 |
| Tuition Per Credit Hour | \$0 |

## Estimated Cost of Attendance

An estimated cost of attendance (COA) is designed to assist students with their education expenses for the academic year (Fall, Winter, and Spring). Estimated COA includes direct and indirect costs. Direct costs include charges a student pays directly to the University, for example tuition and fees. Indirect costs include expenses the student will likely incur but will not pay directly to the University. Transportation is an example of an indirect cost.

| FULL-TIME ENROLLMENT               | ESTIMATED COSTS PER ACADEMIC YEAR | NOTES                                                                                                     |
|------------------------------------|-----------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Undergraduate Tuition</b>       | \$0                               | UATX charges no tuition for up to 180 credits taken over four years by full-time undergraduates.          |
| <b>Fees</b>                        | \$0                               |                                                                                                           |
| <b>Housing</b>                     | \$16,546                          | Required housing for all first- and second-year students. 12 month lease.                                 |
| <b>Meals</b>                       | \$6,000                           | The University does not offer meal plans. Estimate based on three meals per day.                          |
| <b>Books &amp; Supplies</b>        | \$1,200                           | Includes cost of books, school supplies, etc.                                                             |
| <b>Travel &amp; Transportation</b> | \$1,000                           | Covers both travel home and local transportation.                                                         |
| <b>Miscellaneous</b>               | \$500                             | Covers various personal expenses (e.g., clothing, dry cleaning, recreational activities in Austin, etc.). |
| <b>Total Estimated Cost</b>        | <b>\$25,323</b>                   |                                                                                                           |

## Financial Aid, Scholarships, Awards, Grants

Scholarships and additional aid are entirely grant-based (no repayment required) and awarded on a first-come, first-served basis. Funding is limited and secured only once the admission deposit is paid. All financial aid except for the Lonsdale Magaro Build Scholarship is limited to the maximum cost of attendance. The scholarship is limited and awarded on a rolling basis. Apply early for consideration.

## **Merit-Based Aid: Apply Early, Earn \$40,000**

A \$40,000 Merit Award (\$10,000 a year for four years) on top of free tuition, for top scorers who commit early. All currently available merit-based financial aid is reserved for students admitted and who qualify for our early action merit-based aid round. Students scoring 1500+ (SAT), 34+ (ACT), or 109+ (CLT) who are admitted through Early Action and deposit by January 1, 2027, are eligible to receive \$40,000 over 4 years. Students must apply by November 15, 2026 and UATX must receive a verified test score at 1500+, 34+, or 109+ by January 1, 2027 to receive an offer of merit aid. Students must matriculate by Fall 2027 to receive this aid offer.

## **Lonsdale Magaro Build Scholarship**

Students with top test scores (SAT 1500+, ACT 34+, or CLT 109+) may apply for UATX's most prestigious award: an unconditional \$100,000 scholarship over four years for those who aspire to build companies and solve real-world problems. Scholars receive personal mentorship from leading entrepreneurs and investors, including Joe Lonsdale and Alex Magaro. Ideal candidates are strong in STEM, committed to liberty and innovation, and eager to make a major impact on America's future. This scholarship may be awarded in addition to free tuition. Apply on the institutional website.

## **Additional Need-Based Aid**

Need-based grants of up to \$19,000 for housing, meals, books, and travel are available to students who meet need criteria (see below). Funding is limited, awarded on a first-come, first-served basis, and secured only with a deposit. Apply on the institutional website.

## Eligibility & Requirements

- **New Students:** Family AGI must be below \$150,000. Independent students (24+, married, or veterans) may exclude parental data.
- **Continuing Students:** Must remain in good standing; university housing is not required to receive aid.
- **Renewal:** Annual reapplication required.

## Aid Calculation & Adjustments

Awards scale down as AGI approaches \$150k. Reductions to your calculated AGI include:

- **High-Cost Metros:** 10% reduction.
- **Dependents:** 10% reduction for two dependents, 20% for three dependents, and up to 50% for six or more.
- Additional relevant factors may be considered in some situations.

## Process & Deadlines

1. **Apply:** Submit the financial aid form, including the most recent 1040 tax return.
2. **Deadlines:** New students (April 30), Continuing (May 1). Need-based applications will begin to be processed on November 16.
3. **Finalization:** Offers are non-binding until admission is accepted, the deposit is paid, and verification is complete.

## Appeals

Appeals must be submitted to [fa@uastin.org](mailto:fa@uastin.org) within 7 business days of receiving your financial aid letter. Appeals Committee reviews and adjudicates within 5 business days.

See Institutional Rule 8 found in the policy page on the University's website.

## Student Services

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### Accessibility & Disability Resources

Qualified students may request reasonable accommodations or academic modifications to mitigate the effects of a disability on their academic performance. Students must initiate this process by contacting the Provost's Office at [accommodations@uaustin.org](mailto:accommodations@uaustin.org) and disclosing their disability. Disclosure is voluntary, but no accommodations will be considered or implemented without formal disclosure. Requests will be evaluated in accordance with applicable federal and state laws. The Provost's Office may request supporting documentation to determine appropriate academic adjustments. For full procedures, see the University of Austin Student Handbook.

### Campus Communications

The University of Austin communicates official notices through:

- UATX email accounts
- Mailing addresses provided by the student
- Student Information System (Populi)
- The Student Portal
- The UATX website

Students are expected to check their University email and portal regularly. Failure to access or monitor these platforms does not excuse missed deadlines or obligations.

### Criminal Charges, Dispositions, and Disclosures

Students must notify the Provost's Office within two business days if any of the following occur during or after acceptance to the University:

- An arrest (on or off campus)
- A criminal charge (on or off campus)
- The disposition of a criminal charge (conviction, dismissal, etc.)
- Disciplinary action at another institution
- A military discharge other than honorable

This includes events during breaks or off-campus periods. Students are not required to report traffic-related misdemeanors unless they involve alcohol or drugs (e.g., DUI/DWI).

Failure to report required disclosures may result in action under Institutional Rule 2.

## Drug & Alcohol Policy

In compliance with the Drug-Free Schools and Campuses Act (1989, Part 86), the University of Austin prohibits the unlawful possession, use, or distribution of drugs and alcohol by students and employees.

A student violates Institutional Rule 2 if they use, possess, distribute, or consume alcohol on university property without authorization; possess or consume alcohol while under the legal drinking age (21) or provide alcohol to someone underage (21); engage in alcohol- or drug-related misconduct, including public intoxication, driving under the influence, or driving while intoxicated; use, possess, or distribute illegal drugs or drug paraphernalia; sell or distribute any drug without authorization. Texas law controls what constitutes an illegal drug under this provision.

Educational materials and referrals to health or counseling services are available through the Student Affairs Office.

# Medical and Counseling Services

## Emergency Medical Attention

In life-threatening situations, students should immediately call 911 or go to:

**Dell Seton Medical Center**

1500 Red River St, Austin, TX 78701

(512) 324-7000

## Non-Emergency Medical Services

Students may use:

**One Medical – Downtown Austin**

319 Congress Ave., Austin, TX 78701 • (888) 663-6331

(Students are responsible for all associated costs.)

## Mental Health and Counseling Referrals

UATX does not currently operate an in-house counseling center. Students may contact:

- **2-1-1 Texas/United Way Navigation Center:** Available 24/7 statewide, Toll-Free: (877) 541-7905 • 2000 E. MLK Jr. Blvd., Austin, TX 78702
- **National Suicide & Crisis Lifeline:** Dial 988

Students may also seek referral assistance through the Student Life Office.



# Student Conduct

Institutional Rule 2 defines and governs what constitutes misconduct by students and outlines the procedures for addressing such misconduct. This rule is not a general civility code to overregulate student life. The free exchange of ideas and the pursuit of truth can sometimes be challenging and uncomfortable, and it is not the role of the University of Austin to police petty slights or hurt feelings. Students are adults and are expected to engage responsibly, recognizing that disagreement and difficult conversations are an integral part of the UATX experience.

Instead, this policy aims to correct and, when appropriate, sanction misconduct that is harmful to campus life. Such violations can undermine our academic mission and negatively impact the physical safety and well-being of others.

Mistakes are an inevitable part of growth. For most minor or first-time violations, informal resolution methods, such as coaching, expectation-setting, or written warnings, are the appropriate interventions. And when formal sanctions are necessary, they must be educational, proportional, and consistent with our values of growth and accountability. Suspension or expulsion should be reserved for the most serious or repeated cases.

While Rule 2 governs student conduct matters generally, Institutional Rules 3 and 4 provide the procedures for alleged acts of sexual misconduct and discrimination. These rules along with Rule 2 are attached to this catalog and may also be found in the Student Handbook and policy library on the website.

# Student Grievances

You should contact University officials if you have a concern. If you're unsure about the right contact, please reach out to the Office of Students and Community for assistance.

## Academic Grievance

For academic issues, schedule time directly with individual instructors to discuss any concerns or grievances about classes, grades, and instruction. Extensions of time, change in scope or modality granted for a student relating to a grievance shall be considered for all within the course. If unsatisfied, any student may submit a written grievance to the Dean or Director responsible for the course in question.

## General Misconduct by a Fellow Student

If you have a serious grievance with a fellow student, please report it to the Dean of Students.

## Reporting Sexual Misconduct

UATX encourages anyone who has experienced, witnessed, or knows of prohibited sexual misconduct to report it. Reports may be submitted via email ([compliance@uaustin.org](mailto:compliance@uaustin.org)), to the Sexual Misconduct Coordinator ([kespino@uaustin.org](mailto:kespino@uaustin.org)) in person or via email, or through the “Report a Concern” link on UATX’s website: [uaustin.org/legal](https://uaustin.org/legal) or by using the QR code on the “Report a Concern” posters throughout campus.

Reporting allows the University to connect individuals with support services, assess safety risks, and determine appropriate next steps. Anyone—regardless of whether they are directly involved in the incident—may submit a report. Anonymous reports are accepted, using the “Report a Concern” link on UATX’s website or the QR code on posters throughout campus, though anonymity may limit the University’s ability to take further action.

An enrolled student is not required to report an incident of sexual harassment, sexual assault, dating violence, or stalking. A student who reports such an incident to UATX, a health care provider, a law enforcement agency, or another third party is entitled to accommodations as necessary. Please contact the SMRC to learn more about accommodations.

UATX has designated Becca Schwinger ([bschwinger@uaustin.org](mailto:bschwinger@uaustin.org)) as the person to whom students may speak confidentially concerning sexual harassment, sexual assault, dating violence, or stalking. Absent the student's consent, Ms. Schwinger will only report the type of incident disclosed and will not include information that would violate the student's expectation of privacy.

## Filing a Grievance Outside of UATX

These agencies should be contacted only after the student has registered a complaint with the University and has not received a response to the request for resolution. Students with grievances or complaints against the university based on the Americans with Disabilities Act as Amended (ADAAA) also have the right to file a complaint with a designated federal agency.

**Office for Civil Rights, U.S.  
Department of Health and Human  
Services**

1301 Young Street, Suite 1169, Dallas,  
TX 75202  
Phone: 800-368-1019 • FAX: 214-767-  
0432 • TDD: 800-537-7697  
[hhs.gov/ocr/complaints](http://hhs.gov/ocr/complaints)

**U.S. Department of Education**

1100 Pennsylvania Ave. N.W., Room 316  
P.O. Box 14620, Washington, D.C. 20046-4620  
Phone: 202-208-2545  
[www2.ed.gov/about/offices/list/ocr/docs/howto.html](http://www2.ed.gov/about/offices/list/ocr/docs/howto.html)

**Texas Higher Education Coordinating  
Board**

1801 Congress Avenue, Suite 12.200  
Austin, Texas 78701  
Phone: 512-427-6101  
[studentcomplaints@highered.texas.gov](mailto:studentcomplaints@highered.texas.gov)

# Student Discipline Records

The University maintains a record for each student who has received disciplinary sanctions. These records include:

- The nature of the violation
- The sanction issued
- Any supporting documentation

## Confidentiality

- Discipline records are kept confidential in accordance with applicable laws.
- Current academic status, including expulsions, are noted on the transcript.
- Records may only be disclosed:
  - With written student consent
  - In response to a valid subpoena
- Records are retained for seven years after the student's final term of enrollment.

# Preferred Name and Gender Identity

The University of Austin does not require faculty, staff, or students to refer to others by preferred names or gender identities. All students are recorded under their legal name as submitted at enrollment. Official University documents, including transcripts, diplomas, and correspondence, will reflect the student's legal name. The University respects the dignity of every student, but does not mandate institutional or personal speech related to gender identity or preferred naming.

# UATX Report a Concern

UATX maintains an official compliance reporting portal. This online tool provides students, employees, and members of the public with a clear and consistent way to raise concerns about university operations, safety, ethics, or potential violations of university policy. Reports may be submitted at any time. If you have a concern, submit it. You are not expected to investigate the matter yourself. Each report is reviewed and directed to the appropriate office for response. Reports are handled discreetly, and information is shared only as needed to evaluate and address the issue. You may submit a report anonymously. Retaliation against any individual who makes a good-faith report violates university policy. If there is an immediate emergency or active threat, call 911 or contact Campus Security (512-516-4983).

To submit a report, visit: [uaustin.speakup.report/Compliance](https://uaustin.speakup.report/Compliance)

# Undergraduate Degree Requirements

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The UATX undergraduate curriculum is designed to immerse students in a community of teaching and learning that emphasizes academic rigor, civil discourse, and intellectual risk-taking. While the curriculum has more early structure than many, students will have opportunities to pursue their particular interests from the very beginning of their education at UATX.

## Bachelor of Arts in Liberal Studies

Students must complete 180 credit hours (45 credit hours per academic year) to graduate with a Bachelor of Arts in Liberal Studies, normally distributed over three main terms per year with a course load of fifteen hours per term. Students must complete the undergraduate degree program within a five-year period, unless granted an extension by the Provost. All course listings that follow are 3 credit hours unless otherwise specified.

Within these 180 credit hours, they must complete the following:

|                          |                  |
|--------------------------|------------------|
| Intellectual Foundations | 57 credit hours  |
| Liberal Studies Major    | 96 credit hours  |
| Polaris                  | 27 credit hours  |
| Total for degree         | 180 credit hours |

# Intellectual Foundations

Thoughtful and ethical innovators, builders, leaders, and citizens must be literate, numerate, conversant with the varieties of knowledge, and adept at sorting signals from noise across multiple domains of human experience. Informed by a deep understanding of the conditions of human flourishing, they must appreciate the advantages and problems of modernity and the promise and challenge of the American experiment.

Intellectual Foundations consists of courses that introduce students to the various languages of understanding and teach them to see things whole, make connections, and sort signals from noise across multiple domains of experience. All course listings that follow are 3 credit hours unless otherwise specified.

The intended goals and outcomes of the Intellectual Foundations are as follows:

- Display proficiency in the English language through interpretation of texts, persuasive writing, and effective speaking;
- Model and solve problems using quantitative reasoning tools, and understand how to quantify uncertainty as it applies to decision-making and risk;
- Achieve a critical understanding of the varieties of knowledge, their interrelationship, and the difference between knowledge and wisdom;
- Identify the necessary conditions of flourishing human lives and communities;
- Achieve a critical understanding of modern society and Western culture;
- Understand and appreciate the unique vibrancy of the American form of government and way of life.

Intellectual Foundations courses include the following required 57 credits:

## Humanities and Fine Arts

LITR 102 Epic and Tragedy or INF 1102 Epic and Tragedy

LITR 103 The Bible OR INF 1103 Bible I (1.5 credits) AND INF 1104 Bible II (1.5 credits)

PHIL 120 Plato and Aristotle

PHIL 130 The Scientific Revolution

WRIT 120 Writing and the English Language or INF 1210 Writing and the English Language

HIST 110 Ancient Greece

HIST 115 Ancient Rome

HIST 130 Rise of the West

## Natural Sciences, Mathematics, and Technology

Choose three from among SCIM 101, 102, 110, and 210:

SCIM 101 Quantitative Reasoning-Analysis or INF 1130 Quantitative Reasoning I

SCIM 102 Quantitative Reasoning-Data or INF 1220 Quantitative Reasoning II

SCIM 110 Introduction to Physics or INF 1330 Foundations of Science I

SCIM 210 Life Sciences, Ethics, and Policy or INF 2110 Foundations of Science II

Take both of the following:

ECON 101 Applied Issues and Perspectives in Economics I or INF 1320 Intellectual Foundations of Economics

ECON 102 Applied Issues and Perspectives in Economics II

## Social and Behavioral Sciences

HIST 210 The Enlightenment

HIST 131 Making of the Modern World

AMCV 110 The American Century

AMCV 200 The American Founding

AMCV 201 American Frontiers

HIST 111 Ideological Experiments of the 20th Century



# Liberal Studies Major

## Program Overview and Objectives

The goal of the Liberal Studies Major is to provide students with both rigorous disciplinary depth and interdisciplinary agility. The curriculum in the major guides students through specialized coursework, primary text analysis, and domain-specific methodologies, preparing them to synthesize knowledge and solve complex modern challenges.

Program Student Learning Outcomes are:

- **Disciplinary Mastery & Methodological Application.** Apply core theories, foundational principles, and domain-specific methodologies within a chosen field (or across fields) to evaluate complex problems.
- **Interdisciplinary Synthesis & Primary Source Analysis.** Synthesize concepts, frameworks, and primary texts across multiple disciplines to construct well-reasoned, integrated perspectives on open questions.

The Liberal Studies Major program shall consist of 96 credits outside of required Intellectual Foundations and Polaris courses, with the following additional requirements:

- **200-Level Coursework:** Minimum 18 credits
- **300/400-Level Coursework:** Minimum 45 credits
- **Electives:** Remaining credits selected in consultation with a Faculty Advisor

## Centers of Inquiry

UATX has two academic centers of inquiry responsible for delivering the majority of the courses contributing to the Intellectual Foundations and Liberal Arts Major components of the degree program: Arts and Sciences.

## Center For Arts

The mission of the Center for Arts is to develop the intellectual skills and historical awareness necessary to make informed, lasting, and important contributions to human flourishing by studying and participating in debates about systems of belief, analyzing and creating works of art, and investigating the causes and effects of historical events.

**Degree:** Bachelor of Arts · **Major:** Liberal Studies · **Concentrations:** Philosophy, History, Literature, American Civilization

The intended learning outcomes for the Center for Arts are:

- Understand and describe the history of Western civilization from antiquity to the present day, with reference to theology, philosophy, and the arts as well as material conditions, military conflicts, and political changes.
- Recognize and explain causal connections between beliefs about religion, politics, ethics, and aesthetics and pivotal events in the history of Western civilization.
- Discern and articulate the relation between form, content, and historical context in works of art and debates about systems of belief.

## Center For Sciences

The mission of the Center for Science is to teach students to think and reason quantitatively, exercise creativity, formulate and solve complex problems, and communicate technical solutions clearly in order to inform good decision-making and foster innovation.

**Degree:** Bachelor of Arts · **Major:** Liberal Studies · **Concentrations:** Mathematics, Computer Science and Artificial Intelligence, Economics

The Center for Science at UATX will be a community of exceptional scholars and purpose-driven students, deeply engaged with each other and with cooperating partners to cultivate technically-informed thinking and doing. The program curriculum combines best-in-practice academic content with applications and lessons learned from influential thinkers and doers in the private and public sectors.

Upon completion of this program, students will be able to:

- Speak, read, and write in mathematical language.
- Formulate and solve quantitative problems using appropriate technical language, models, and techniques;
- Collect and analyze data using appropriate technology tools;
- Communicate technical solutions clearly through writing, speaking, and visualization.

## Academic Concentrations and Applied Tracks

Each Academic Concentration and Applied Track consists of 36 credits, 18 at the 200-level and 18 at the 300/400 level. Specific course requirements for each are listed below. The cognizant dean or director for each concentration or track may approve equivalencies and substitutions. All course listings that follow are 3 credit hours unless otherwise specified.

### Academic Concentration: Philosophy

The Philosophy concentration trains students to read the primary texts of the Western tradition closely and to reason rigorously about the questions those texts raise, including what can be known, what is good, what is just, what is beautiful, and what it means to live well. Building on the Intellectual Foundations sequence, students work through a chronological survey of the tradition from the Hellenistic period to the twentieth century, then move into intensive seminars devoted to single philosophers, movements, and problems. Offerings range across theology, metaphysics, epistemology, ethics, and politics. The concentration is broad by design, incorporating analytic philosophy alongside continental and cross-listing widely with History, Literature, and American Civilization so that students encounter philosophical arguments in their original historical and literary settings.

Upon completion of the Philosophy concentration, students will be able to:

- **Interpret primary philosophical texts:** Read demanding primary sources closely and reconstruct their arguments in the author's own terms, attending to technical vocabulary, literary form, and historical context.
- **Construct and evaluate philosophical arguments:** Analyze, defend, and criticize positions in writing and in discussion by identifying premises and assumptions, assessing inferences, and anticipating serious objections.
- **Trace the development of the tradition:** Situate figures, schools, and problems within the arc of philosophy from antiquity to the present, explaining how later thinkers inherit, revise, or repudiate the work of their predecessors.
- **Bring philosophical inquiry to bear on enduring and contemporary questions:** Apply the resources of the tradition to live problems in ethics, politics, religion, art, science, and technology, and articulate reasoned positions on them.

**Lower Division Philosophy Concentration Courses** — Complete the following 5 courses:

PHIL 210 Hellenistic and Roman Philosophy

PHIL 225 German Idealism

PHIL 215 Medieval Philosophy

PHIL 230 Twentieth-Century Philosophy

PHIL 220 Early Modern Philosophy

Complete 1 course from the following:

LITR 220 Milton

AMCV 225 Tocqueville, Democracy in America

AMCV 230 American Philosophy: From Puritans to Pragmatists

**Upper Division Philosophy Concentration Courses** — Complete 6 courses from below:

PHIL 310 Plato's Dialogues I  
 PHIL 315 Plato's Dialogues II  
 PHIL 320 Neoplatonism and Mysticism  
 PHIL 325 Classical Political Philosophy  
 PHIL 330 Early Modern Political Philosophy  
 PHIL 335 Rousseau  
 PHIL 340 Existentialism  
 PHIL 345 Nietzsche  
 PHIL 350 Modern Aesthetics  
 PHIL 355 Heidegger  
 PHIL 360 Phenomenology  
 PHIL 365 Philosophy of Religion  
 PHIL 370 Critical Theory  
 PHIL 410 Great Philosophers  
 PHIL 415 Great Theologians  
 PHIL 420 Analytic Philosophy  
 PHIL 425 Applied Ethics  
 PHIL 430 Uses and Abuses of Technology  
 PHIL 435 Philosophy of Social Science  
 HIST 310 The Hebrew Bible

HIST 320 The New Testament  
 HIST 335 Plutarch  
 HIST 340 Late Antiquity  
 HIST 345 Early Christian Thought  
 HIST 350 Judaism in Antiquity  
 HIST 355 Modern Judaism  
 HIST 370 Historiography and the Philosophy of History  
 HIST 375 The Changing Structure of Civilization  
 HIST 380 Postmodernism and Postcolonialism  
 LITR 335 Classical Aesthetics  
 LITR 340 Dante, Divine Comedy I  
 LITR 341 Dante, Divine Comedy II  
 LITR 430 The Theory Wars  
 AMCV 340 Religion and Politics in America  
 AMCV 350 American Political Philosophy after WWI  
 AMCV 355 Liberalism and Conservatism  
 AMCV 360 Political Theology  
 AMCV 365 Philosophers of Political Economy  
 AMCV 370 Capitalism and its Critics  
 AMCV 420 Great American Thinkers

## Academic Concentration: History

The History concentration examines how civilizations emerge, flourish, and decline, equipping students to understand the ideas, institutions, events, conflicts, and personalities that have shaped the modern world. Highlighting Western civilization within the context of world history, the History concentration delivers a broad and deep understanding of the human past and how it relates to politics, law, religion, ethics, the arts, and other domains of thought. After completing surveys covering antiquity, the Middle Ages, the Renaissance, early modernity, and the modern world from the nineteenth century to the present, students pursue eighteen credits of advanced coursework in areas of particular interest.

Upon completion of the History Concentration, students will be able to:

- Demonstrate a broad understanding of Western history from the first marks of human civilization to the present, including the most important world-historical systems of belief, institutions, technologies, conflicts, and events.
- Analyze historical evidence, evaluate competing interpretations, and construct persuasive historical arguments applicable to intellectual, political, legal, and commercial contexts.
- Construct and communicate historically informed arguments, supported by evidence, in written and oral forms for academic, professional, and public audiences with precision, clarity, and intellectual integrity.

**Lower Division History Concentration Courses** — Complete the following 3 courses:

HIST 211 Renaissance and Reformation

HIST 215 Romanticism and Realism

HIST 220 Decadence, Modernism, and the Great War

Complete 3 courses from the following:

LITR 210 Medieval Literature

LITR 220 Milton

AMCV 210 American History I: Founding to Civil War

AMCV 225 Tocqueville, Democracy in America

**Upper Division History Concentration Courses** — Complete 6 courses from below:

HIST 310 The Hebrew Bible

HIST 315 Classical Historiography

HIST 320 The New Testament

HIST 325 The Roman Republic

HIST 330 The Roman Empire

HIST 335 Plutarch

HIST 340 Late Antiquity

HIST 345 Early Christian Thought

HIST 350 Judaism in Antiquity

HIST 355 Modern Judaism

HIST 360 Shakespeare: English History Plays I

HIST 361 Shakespeare: English History Plays II

HIST 365 The French Revolution

HIST 370 Historiography and the Philosophy  
of History

HIST 375 The Changing Structure of Civilization

HIST 380 Postmodernism and Postcolonialism

HIST 410 History of Western Art

HIST 415 History of Western Music

HIST 420 Great Classical Historians

HIST 425 Great Modern Historians

HIST 430 Great Artists and Architects

HIST 435 Great Events of History

LITR 340 Dante, Divine Comedy I

LITR 341 Dante, Divine Comedy II

LITR 345 Shakespeare: Roman Plays

AMCV 310 American History II: Civil War to  
Cold War

AMCV 325 The U.S. Presidency

AMCV 330 U.S. Foreign Policy

AMCV 340 Religion and Politics in America

AMCV 345 The Legacy of Slavery

AMCV 370 Capitalism and its Critics

AMCV 375 Statesmanship and American Greatness

AMCV 415 Great Events of American History

## Academic Concentration: Literature

The Literature Concentration introduces students to major works, authors, genres, and traditions of Western literature while developing skills in close reading, critical argument, and creative writing. Students explore how literature gives form to human experience and learn to understand literary works through both interpretation and the practice of writing. After completing a historical sequence, students pursue advanced study of particular periods, authors, genres, and approaches to literature. The concentration teaches students to read closely, write with purpose, and understand the power of language and literary form.

Upon completion of the Literature concentration, students will be able to:

- **Interpret literary texts:** read works of poetry, drama, fiction, and literary nonfiction closely, analyzing how language, form, genre, style, and structure contribute to literary meaning and effect.
- **Situate literature in historical and intellectual context:** explain how major literary works and traditions engage the political, religious, philosophical, and cultural questions of their periods, tracing significant developments across literary history.
- **Synthesize literary traditions and ideas:** compare works across authors, genres, periods, and traditions in order to identify continuities, transformations, and significant questions in the history of literature.
- **Develop and evaluate literary arguments:** formulate persuasive interpretations of literary texts, support those interpretations with textual evidence, engage critically with competing readings and works of literary criticism, and communicate arguments clearly in writing and discussion.

**Lower Division Literature Concentration Courses** — Complete the following 5 courses:

LITR 210 Medieval Literature

LITR 225 Eighteenth-Century Literature

LITR 215 Shakespeare

LITR 230 Literary Criticism

LITR 220 Milton

Complete 1 course from the following:



AMCV 215 American Literature I: 18th and 19th Century

HIST 211 Renaissance and Reformation

HIST 215 Romanticism and Realism

HIST 220 Decadence, Modernism and the Great War

**Upper Division Literature Concentration Courses** — Complete 6 courses from below:

PHIL 335 Rousseau

PHIL 340 Existentialism

PHIL 350 Modern Aesthetics

PHIL 370 Critical Theory

HIST 310 The Hebrew Bible

HIST 320 The New Testament

HIST 325 The Roman Republic

HIST 330 The Roman Empire

HIST 335 Plutarch

HIST 360 Shakespeare: English History Plays I

HIST 361 Shakespeare: English History Plays II

HIST 380 Postmodernism and Postcolonialism

HIST 410 History of Western Art

HIST 415 History of Western Music

HIST 430 Great Artists and Architects

LITR 310 The Trojan War

LITR 315 Hesiod and Ovid

LITR 320 Comedy

LITR 325 Tragedy

LITR 330 Lyric Poetry

LITR 335 Classical Aesthetics

LITR 340 Dante, Divine Comedy I

LITR 341 Dante, Divine Comedy II

LITR 345 Shakespeare: Roman Plays

LITR 350 Shakespeare: Comedies and Problem Plays

LITR 355 Early Modern Literature

LITR 360 Victorian Literature

LITR 365 Modern Literature

WRIT 310 Creative Writing

LITR 410 Great Poets

LITR 415 The Novel

LITR 420 The Narrative Poem

LITR 425 The Essay

LITR 430 The Theory Wars

WRIT 410 Writing Studio

AMCV 315 American Literature II: 20th and 21st Century

AMCV 410 Oratory and Rhetoric

AMCV 425 The American Novel

AMCV 430 American Cinema

AMCV 435 American Poetry

## Academic Concentration: American Civilization

The Concentration in American Civilization invites students into an interdisciplinary study of America through an examination of the ideals that define our national aims, the social, political, and religious institutions that give those ideals concrete form, and the rhetoric, literature, art, and stories that cultivate attachment to our nation and its distinctive history. Students progress from broad interdisciplinary survey courses to intensive seminars on the thinkers, statesmen, debates, historical events, and works of art that have made America what it is: a distinctive capstone of Western civilization.

- Explain the fundamental ideals of the American tradition, including liberty, equality, self-government, constitutionalism, natural rights, federalism, and the common good, and situate those ideals within the broader inheritance of Western civilization.
- Analyze the historical development and proper function of American institutions, including the social, political, and religious institutions through which the nation's ideals have been embodied, preserved, and transmitted across generations.
- Interpret major works of American culture, including rhetoric, sermons, art, literature, music, and cinema, as expressions of America's distinctive character and as means by which Americans have cultivated attachment to common life.
- Apply knowledge of American ideals, institutions, and culture to the responsibilities of contemporary civic life, through the exercise of mature judgment, participation in civil discourse, and the cultivation of the virtues and habits necessary for self-government.

**Lower Division American Civilization Concentration Courses** — Complete the following 5 courses:

AMCV 210 American History I: Colonial Period to Civil War

AMCV 215 American Literature I: Eighteenth and Nineteenth Centuries

AMCV 220 American Politics I: Ideas and Institutions

AMCV 225 Tocqueville, Democracy in America

AMCV 230 American Philosophy: From Puritans to Pragmatists

Complete 1 course from the following:

HIST 215 Romanticism and Realism

HIST 220 Decadence, Modernism and the Great War

LITR 225 18th-Century Literature

**Upper Division American Civilization Concentration Courses** — Complete 6 courses from below:

PHIL 325 Classical Political Philosophy

PHIL 330 Early Modern Political Philosophy

PHIL 335 Rousseau

PHIL 370 Critical Theory

PHIL 430 Uses and Abuses of Technology

PHIL 435 Philosophy of Social Science

HIST 310 The Hebrew Bible

HIST 315 Classical Historiography

HIST 320 The New Testament

HIST 325 The Roman Republic

HIST 330 The Roman Empire

HIST 335 Plutarch

HIST 360 Shakespeare: English History Plays

HIST 365 The French Revolution

HIST 370 Historiography and the Philosophy  
of History

HIST 375 The Changing Structure of Civilization

HIST 380 Postmodernism and Postcolonialism

LITR 345 Shakespeare: Roman Plays

LITR 360 Victorian Literature

LITR 365 Modern Literature

AMCV 310 American History II: Civil War to  
Cold War

AMCV 315 American Literature II: Twentieth and  
Twenty-First Century

AMCV 320 American Politics II: Rights and Duties

AMCV 325 The U.S. Presidency

AMCV 330 U.S. Foreign Policy

AMCV 340 Religion and Politics in America

AMCV 345 The Legacy of Slavery

AMCV 350 American Political Philosophy after WWI

AMCV 355 Liberalism and Conservatism

AMCV 360 Political Theology

AMCV 365 Philosophers of Political Economy

AMCV 370 Capitalism and its Critics

AMCV 375 Statesmanship and American Greatness

AMCV 410 Oratory and Rhetoric

AMCV 415 Great Events of American History

AMCV 420 Great American Thinkers

AMCV 425 The American Novel

AMCV 430 American Cinema

AMCV 435 American Poetry

## Academic Concentration: Mathematics

The Mathematics concentration bridges theoretical rigor and practical computational skills. After completing core coursework in mathematical reasoning, linear algebra, probability, and data science, students customize 18 upper-division credits in pure, applied, or statistical mathematics.

Upon completion of the Mathematics concentration, students will be able to:

- **Construct and evaluate formal proofs:** Formulate, write, and analyze mathematically rigorous proofs using deductive logic, direct and indirect proof techniques, and foundational principles across pure and applied mathematics.
- **Apply mathematical and computational modeling:** Implement mathematical methods, statistical techniques, and algorithms—utilizing tools from data science, linear algebra, and differential equations—to model, analyze, and solve complex real-world problems.
- **Analyze advanced quantitative concepts:** Synthesize concepts from upper-level coursework (such as real/complex analysis, modern algebra, numerical methods, or advanced statistics) to evaluate theoretical frameworks and tackle domain-specific quantitative challenges.

### Lower Division Mathematics Concentration Courses — Pre-requisite foundational credits:

MATH 101 Single-Variable Calculus (satisfies SCIM 101 in the Intellectual Foundations)

Complete the following 7 courses:

MATH 200 Mathematical Reasoning & Proof

MATH 230 Applied Data Science I (1.5 credits)

MATH 210 Linear Algebra

MATH 231 Applied Data Science II (1.5 credits)

MATH 220 Probability (satisfies SCIM 102 in the Intellectual Foundations)

MATH 240 Applied Mathematical Methods

MATH 250 Differential Equations

### Upper Division Mathematics Concentration Courses — Complete 6 courses from below:

|                                                   |                                               |
|---------------------------------------------------|-----------------------------------------------|
| MATH 310 Real Analysis                            | MATH 361 Mathematical Statistics & Inference  |
| MATH 311 Complex Analysis                         | MATH 365 Regression & Linear Models           |
| MATH 320 Intermediate Linear Algebra              | MATH 415 Topology                             |
| MATH 321 Abstract Algebra                         | MATH 420 Differential Geometry                |
| MATH 325 Number Theory                            | MATH 430 Fourier Analysis & Signal Processing |
| MATH 330 Numerical Methods & Scientific Computing | MATH 435 Dynamical Systems & Chaos            |
| MATH 335 Optimization                             | MATH 440 Mathematics of Machine Learning      |
| MATH 340 Partial Differential Equations           | MATH 460 Bayesian Statistics                  |
| MATH 360 Intermediate Probability                 | MATH 465 Stochastic Processes & Time Series   |
|                                                   | MATH 470 Statistical Learning                 |

## Academic Concentration: Computer Science and Artificial Intelligence

The Computer Science and Artificial Intelligence (CSAI) concentration prepares students for entrepreneurship, professional work, or graduate study in Computer Science, with a focus on traditional concepts along with modern AI-enabled development of software. Students in this concentration may also choose a focus in current AI, with a curriculum covering both the mathematical theory and practical applications of deep learning.

Upon completing the CSAI concentration, students will:

- Understand fundamentals of Computer Science and software development, with further focus on one of these two areas:
  - Design and construction of software systems using modern AI tools
  - Theoretical and practical understanding of deep learning AI
- Be prepared for effective, ethical contribution to computing in an entrepreneurial, professional, and/or research capacity.

**Lower Division CSAI Concentration Courses** — Pre-requisite foundational credits:

MATH 101 Single-Variable Calculus (satisfies SCIM 101 in the Intellectual Foundations)

MATH 240 Applied Mathematical Methods

CSAI 110 Introduction to Programming

Complete the following 7 courses:

MATH 210 Linear Algebra

CSAI 220 Databases

MATH 220 Probability (satisfies SCIM 102 in the Intellectual Foundations)

CSAI 230 AI-Enabled Software Engineering

MATH 230 Applied Data Science I (1.5 credits)

CSAI 235 AI-Enabled Software Engineering Lab  
(1.5 credits)

CSAI 210 Data Structures

**Upper Division CSAI Concentration Requirements** — Complete the following 2 courses:

CSAI 300 Programming Languages and Software Design

CSAI 350 Introduction to Machine Learning

Complete 4 courses from one of the two subtopics below:

*Computer Science and Systems Subtopic*

CSAI 310 Computer Architecture and OS

CSAI 400 Advanced Algorithms

CSAI 320 Computer Networks

CSAI 410 Compilers

CSAI 330 CyberSecurity

CSAI 420 Automata and Computing Theory

CSAI 340 Computer Graphics and  
Physical Simulation

*Machine Learning Subtopic*

CSAI 360 Math of AI

CSAI 401 Reinforcement Learning

CSAI 370 Machine Learning Engineering

CSAI 411 Physical AI and Computer Vision

CSAI 380 Transformers and Diffusion Models

CSAI 421 Advanced Topics in Machine Learning

## Academic Concentration: Economics

The Economics concentration teaches core tools of economic theory and quantitative analysis and then applies them to study a wide range of economic topics including monetary and fiscal policy, economic growth, financial markets and international trade and finance.

Upon completing the Economics concentration, students will:

- Evaluate complex economic arguments as presented in the press and policy debates.
- Understand the tools and approaches used to analyze economic data.
- Participate as citizens in the evaluation of economic policies.

**Lower Division Economics Concentration Courses** — Pre-requisite foundational credits:

MATH 101 Single-Variable Calculus (satisfies SCIM 101 in the Intellectual Foundations)

MATH 240 Applied Mathematical Methods

ECON 111 Accelerated Applied Economics I or ECON 101 Applied Issues and Perspectives in Economics I

ECON 112 Accelerated Applied Economics II or ECON 102 Applied Issues and Perspectives in Economics II

Complete the following 7 courses:

ECON 201 Microeconomic Theory I

MATH 220 Probability (satisfies SCIM 102 in the Intellectual Foundations)

ECON 202 Macroeconomic Theory I

ECON 203 Microeconomic Theory II

MATH 230 Applied Data Science I (1.5 credits)

ECON 204 Macroeconomic Theory II

ECON 230 Mathematical Economics (1.5 credits)

**Upper Division Economics Concentration Courses** — Complete 6 courses from below:

|                                                               |                                                         |
|---------------------------------------------------------------|---------------------------------------------------------|
| ECON 300 Public Choice                                        | ECON 372 Crypto Currencies                              |
| ECON 301 Topics in Microeconomics                             | ECON 373 Financial Crises                               |
| ECON 302 Topics in Macroeconomics                             | ECON 390 Labor Economics                                |
| ECON 306 Economic Growth                                      | ECON 391 Economics of Education                         |
| ECON 332 Behavioral and Experimental Economics                | ECON 396 Law and Economics                              |
| ECON 340 Fiscal Policy                                        | ECON 405 Game Theory                                    |
| ECON 351 International Trade and Finance                      | ECON 420 Advanced Probability and Statistics            |
| ECON 353 Comparative Economic Systems                         | ECON 421 Causality                                      |
| ECON 360 Corporate Finance, Accounting, and Business Planning | ECON 422 Time Series Econometrics                       |
| ECON 361 Entrepreneurship and Entrepreneurial Finance         | ECON 423 Econometrics of Panel Data                     |
| ECON 362 Household Finance                                    | ECON 430 Advanced Mathematical Economics                |
| ECON 370 Monetary Economics and Policy                        | ECON 431 Advanced Quantitative Economics                |
| ECON 371 Money, Banking, and the Financial System             | ECON 435 Applied Dynamic Programming                    |
|                                                               | ECON 440 Industrial Organization and Competition Policy |

## Applied Track: Business Innovation

The Business Innovation Applied Track is designed to equip students with comprehensive skills across strategy, modern AI technology, financial modeling, venture law, and leadership to navigate the complete venture lifecycle from initial idea through scaling and exit.

Upon completion of this applied track, students will be able to:



- Apply design thinking, product-market validation, and modern AI tools to conceptualize, prototype, and scale innovative products and go-to-market models.
- Analyze unit economics, construct financial and valuation models, evaluate capitalization strategies, and leverage market design principles to navigate fundraising, deal-making, and exits.
- Implement Principle-Based Management frameworks, navigate regulatory and legal landscapes, and lead high-integrity teams through strategic negotiations and complex scaling challenges.

**Lower Division Business Innovation Applied Track Courses** — Complete the following 6 courses:

BUSI 210 Entrepreneurial Strategy or EPH 2900J Special Topic: Entrepreneurial Strategy

BUSI 215 Business Foundations for Builders or EPH 2900K Special Topic: Business Foundations for Builders

BUSI 230 Leading with Principles

BUSI 235 Technology and AI for Builders

BUSI 240 Law for Builders

BUSI 245 Building & Product Design

**Upper Division Business Innovation Applied Track Courses** — Complete 6 courses from below:

BUSI 310 AI-Native Company Building

BUSI 415 Behavioral Economics for Builders

BUSI 330 New Venture Creation

BUSI 435 Markets & Market Design

BUSI 350 Product-Market Fit & Validation

BUSI 455 Mergers, Acquisitions & Exits

BUSI 410 Go-to-Market & Growth

BUSI 320 Venture Law & Deal-Making

BUSI 430 Scaling & Competitive Moats

BUSI 340 Regulation, Antitrust & Policy

BUSI 450 Technology Innovation & Disruption

BUSI 360 Talent, Hiring & Compensation

BUSI 465 Applied AI for Startups

BUSI 420 Negotiation & Influence

BUSI 315 Entrepreneurial Finance

BUSI 440 Building & Scaling Culture

BUSI 335 Venture Capital & Fundraising

BUSI 460 Virtue, Ethics & the Founder

BUSI 355 Financial Modeling & Valuation

# Polaris Project

All UATX undergraduates are required to develop and complete a Polaris Project. Rather than serving as a conventional thesis or final-year capstone, Polaris is integrated throughout the undergraduate experience. Students begin by identifying a problem, opportunity, or question worthy of sustained commitment over several years. Polaris gives students dedicated time to execute, test, and refine their ideas beyond the classroom. Like Polaris, the North Star used by seafarers to navigate for millennia, the project represents a distant objective toward which the student's efforts are directed.

For a detailed project overview and objectives, please see the Polaris Guidebook and Standards document.

## Project Overview and Objectives

- Pursue ambitious, self-directed work over an extended period.
- Plan, execute, and publicly release a completed project that demonstrates objective benchmarks.

## The Polaris Curriculum

27 Polaris credits are required to complete the Polaris Project. Most credits are earned through the “Polaris Build” class in which students work on their projects. A minimum of 21 credit hours of Polaris Build is required. Of those 21, up to 6 credits can be “Build equivalents.” Build equivalents include:

- Polaris courses, bootcamps, and exams that may serve as electives or as requirements for particular types of projects
- approved experiences—such as internships and apprenticeships

Exceptions to the 6-credit-hour maximum for Build Equivalents require the permission of the Executive Director of the Innovation Labs. Further detail can be found in the Polaris Guidebook and Standards.

**Required courses:**

POLR 110 Polaris Launch — required, first course

POLR 490 Polaris Gateway — required, final course

**21 credits of Polaris Build or equivalent:**

POLR 310 Polaris Build (1.5 credits) AND/OR

POLR 311 Polaris Build — repeatable\*

**Optional courses that contribute toward the required Polaris Build credits include:**

POLR 210 Vibecoding Hardware

POLR 211 Computing in Practice

POLR 212 Autodidacticism

POLR 312 From Prototype to Production

POLR 313 Polaris Skills

## Course Descriptions

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### 2026–2027 Catalog Courses

#### AMCV

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##### **AMCV 110 The American Century**

3 cr

This course explores the political, religious, economic, intellectual, and cultural forces that shaped America from World War I through the Cold War. Students engage directly with primary sources as they study World War I, the Roaring Twenties, the Great Depression, World War II, the Civil Rights Era, and the Cold War. As the United States weathered new challenges including modernism, economic upheaval, profound social change, the rise of consumer culture, and its own emergence as a global power, how did Americans work to preserve constitutional self-government? Through careful examination of political and religious writings, public oratory, historical documents, literature, music, film, and visual art, students reflect on the relationship between domestic and foreign affairs and the ways Americans expressed and defended the nation's ideals, institutions, and culture while assuming the responsibilities of global leadership.

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##### **AMCV 200 The American Founding**

3 cr

This course examines the intellectual, political, religious, and cultural origins of the American republic from the colonial period through the Founding. Students engage directly with primary sources and in particular The Federalist Papers as they study the principles, institutions, and debates that emerged in Puritan New England, developed during the colonial era, and culminated in the American Revolution and the ratification of the U.S. Constitution. Through careful examination of political and religious writings as well as historical documents, literature, and visual art students consider the complex relationship between ideals, institutions, and culture that produced one of history's most distinctive and enduring achievements in constitutional self-government.

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**AMCV 201 American Frontiers**

3 cr

This course examines the expansion of the American republic across its geographic, political, religious, intellectual, and cultural frontiers during the nineteenth century. Students engage directly with primary sources as they study how America's government and broader way of life developed through the early republic, the antebellum era, the Civil War, Reconstruction, and the rise of industrial society. Through careful examination of philosophical and religious writings, political oratory, historical documents, poetry, short stories, and visual art, students consider how Americans confronted the challenges of democratization, slavery, civil war, industrialization, immigration, and social reform. Readings include Alexis de Tocqueville's *Democracy in America*, which serves as a guide for understanding the ideals, institutions, and culture that shaped America's distinctive national character.

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**AMCV 210 American History I: Colonial Period to Civil War**

3 cr

This course traces the historical development of the United States from the colonial period through the Civil War. Integrating intellectual, political, religious, and military history, students examine the ideas, institutions, leaders, conflicts, and cultural shifts that shaped the early American republic. Particular attention is placed on how the nation's ideals come to be embodied in social and political institutions and tested through war, reform, and constitutional crises.

Prerequisite: AMCV 200 or INF 2121

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**AMCV 215 American Literature I: Eighteenth and Nineteenth Centuries**

3 cr

This course explores significant works of American poetry and fiction, along with notable literary essays, from the late-eighteenth and nineteenth centuries. Along the way, students consider the relationship between American literature and the broader social, cultural, and political transformations taking place in the developing nation. Writers may include Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Nathaniel Hawthorne, Emily Dickinson, Herman Melville, Mark Twain, Edith Wharton, and Henry James.

Prerequisite: AMCV 201 or INF 2200

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**AMCV 220 American Politics I: Ideas and Institutions**

3 cr

This course serves as an introduction to the principles and structures of American government. Students consider competing accounts of the philosophical foundations of the American regime alongside the historical development of major institutions such as Congress, the presidency, the judiciary, federalism, political parties, and the media. By comparing the Founders' aspirations with the present-day functioning of these institutions, the course explores the relationship between American political ideals, its governing institutions, and the realities of contemporary political life.

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**AMCV 225 Tocqueville, Democracy in America**

3 cr

This course offers a close reading of Alexis de Tocqueville's *Democracy in America*: the quintessential book for understanding the nature of both democracy and America. Students examine Tocqueville's reflections on liberty, equality, religion, local self-government, civic associations, the family, and the "habits of the heart" that sustain democratic life. By exploring the interplay of ideals, institutions, and culture in Tocqueville's account of America, the course establishes the conceptual framework that informs the study of American civilization.

Prerequisite: AMCV 200 or INF 2121

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**AMCV 230 American Philosophy: From Puritans to Pragmatists**

3 cr

This course surveys the development of America's distinctive brand of philosophical thought from the colonial period through the rise of pragmatism. This course follows a broad intellectual trajectory in which religion, moral philosophy, practical experience, and democratic life form a distinctively American approach to truth, freedom, equality, and human flourishing. Authors likely to be included are Jonathan Edwards, Benjamin Franklin, John Adams, Ralph Waldo Emerson, Charles Peirce, William James, John Dewey, and George Santayana.

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**AMCV 280 Special Topic in American Civilization**

1.5 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 281 Independent Study in American Civilization**

1.5 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**AMCV 285 Special Topic in American Civilization**

3 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 286 Independent Study in American Civilization**

3 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**AMCV 290 Special Topic in American Civilization**

4.5 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 291 Independent Study in American Civilization**

4.5 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**AMCV 310 American History II: Civil War to Cold War**

3 cr

This course continues the historical development of the United States from the Civil War to the Cold War. Integrating intellectual, political, religious, and military history, students examine the ideas, institutions, leaders, conflicts, and cultural shifts that shaped America in the late nineteenth and twentieth centuries. Particular attention is given to how the nation's ideals, institutions, and culture were maintained, challenged, or transformed by war, economic change, reform movements, and the United States' emergence as a global power.

Prerequisite: AMCV 210

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**AMCV 315 American Literature II: Twentieth and Twenty-First Century**

3 cr

This course continues students' exploration of American poetry, fiction, and essay writing in relation to significant political, social, and cultural developments in the twentieth and twenty-first centuries. Writers may include poets such as Eliot, Frost, and Stevens; novels and short fiction by Hemingway, Faulkner, Ellison, O'Connor, Steinbeck, Pynchon, Percy, McCarthy, and Robinson; and essays by Mencken, Baldwin, Didion, Thompson, and Foster Wallace, among others.

Prerequisite: AMCV 110

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**AMCV 320 American Politics II: Rights and Duties**

3 cr

This course examines the rights and duties that define the relationship between American citizens and their government. Organized around the U.S. Bill of Rights and other major constitutional amendments, students explore the development of competing contemporary interpretations of freedoms including speech, religion, press, assembly, due process, equal protection, and the right to bear arms. Through landmark judicial decisions and notable political controversies, this course prompts students to consider how the American constitutional system has sought to secure liberty while balancing the competing demands of the common good and public order.

Prerequisite: AMCV 220

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**AMCV 325 The U.S. Presidency**

3 cr

This course examines both the historical and constitutional development of the U.S. presidency from the Founding to the present. Particular attention will be paid to the question of what constitutes Presidential greatness and its relationship to broader ideals of constitutional self-government. Students consider the domestic, administrative, and foreign policy elements of the office from a historical and biographical perspective and will be introduced to major theoretical frameworks for understanding the U.S. Presidency.

Prerequisite: AMCV 310

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**AMCV 330 U.S. Foreign Policy**

3 cr

This course studies the historical development of American foreign policy from the Founding to the present. Students consider the ideas, institutions, leaders, conflicts, and strategic decisions that have shaped America's role in the world, considering enduring questions of national interest, sovereignty, security, commerce, and war. Through a study of major episodes in foreign policy history, the course examines how statesmen have sought to preserve the nation's constitutional order, protect its citizens, and advance American ideals while prudently navigating the demands of international politics.

Prerequisite: AMCV 315



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**AMCV 340 Religion and Politics in America**

3 cr

This course studies the historical development of religion in the United States, especially the major denominations of Christianity, and its influence on American political and civic life. Integrating religious history and sociology of religion, students explore the beliefs, practices, institutions, denominations, revivals, and cultural transformations that have shaped the American experience from the colonial period to the present. Particular attention is given to the ways religious communities have influenced America's political ideals, public institutions, and civic culture, as well as to the changing place of religion in an increasingly pluralistic society.

Prerequisite: AMCV 201 or INF 2200

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**AMCV 345 The Legacy of Slavery**

3 cr

The “legacy of slavery” is a phrase we have all heard in history classrooms, on cable news, and even in presidential speeches. But what does it mean? And why does it matter? For the purposes of this class, we will define the “legacy of slavery” as the long-term consequences of American slavery that can still be seen, felt, or measured today. This definition may not be controversial. The controversy comes when people claim that specific features of modern American society fall under this definition. For instance, is America’s national wealth the result of slavery? How about mass incarceration or racial inequality? Students will become acquainted with two broad schools of thought on the legacy of slavery. The maximalist school sees the fingerprints of slavery in many aspects of American society, while the minimalist school argues the opposite: America’s modern problems have little to do with the legacy of slavery.

Prerequisite: AMCV 201 or INF 2200

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**AMCV 350 American Political Philosophy after WWI**

3 cr

This course examines the major currents of political philosophy that have shaped American intellectual and political life since the First World War. Through the writings of thinkers such as Walter Lippmann, Leo Strauss, Hannah Arendt, James Burnham, Eric Voegelin, Richard Weaver, Russell Kirk, John Rawls, Robert Nozick, and Alasdair MacIntyre, students will consider questions concerning modernity, justice, liberty, the state, American exceptionalism, and the common good. Particular attention is given to the HIST 130 or INF 2121 main streams of thought in post-WWI America.

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**AMCV 355 Liberalism and Conservatism**

3 cr

This course examines the rise, crises, and competing responses of liberalism and conservatism in the modern West. Beginning with the Enlightenment project and its critics, we will trace the development of liberal reason, the socialist challenge, and the emergence of modern conservatism. Who governs? To what ends? By what standards of freedom, equality, or virtue? Instead of relying on today's partisan categories, this course explores these questions through the eyes of the thinkers who first articulated and contested the principles of modern politics.

Prerequisite: HIST 210 or INF 2121

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**AMCV 360 Political Theology**

3 cr

How does political philosophy relate to theology? Is the present-day crisis of liberalism a consequence of secularization? This course introduces students to key concepts of political theology through works by authors such as Augustine, Carl Schmitt, Leo Strauss, Eric Voegelin, John Rawls, Francis Fukuyama, Samuel Huntington, Charles Taylor, Patrick Deneen, and Peter Thiel.

Prerequisite: HIST 130 or INF 2121

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**AMCV 365 Philosophers of Political Economy**

3 cr

This course reviews the history of the development of economic and political ideas, with special emphasis on contributions from 1700 to 1950.

Prerequisite: HIST 210 or INF 2121

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**AMCV 370 Capitalism and its Critics**

3 cr

How can we evaluate competing claims about capitalism and its alternatives? This course considers socialist and other criticisms of economies in which market outcomes and private ownership determine the allocation of resources, drawing on empirical evidence as well as philosophical cross-examination. What evidence do we have about the growth and distribution consequences of capitalist development?

Prerequisite: HIST 111 or INF 2300

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**AMCV 375 Statesmanship and American Greatness**

3 cr

This course investigates the nature of political greatness through the lives, speeches, and writings of exceptional statesmen from the classical world to the present, with particular emphasis on the American tradition. Students consider the virtues and character of great leaders who preserved, defended, or reformed free political communities during moments of extraordinary crisis. Particular attention is given to the historical influence of great statesmen on America's political ideals, constitutional structure, and civic culture, as well as to the enduring question of what distinguishes genuine statesmanship from the mere pursuit of power.

Prerequisite: AMCV 201 or INF 2200

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**AMCV 380 Special Topic in American Civilization**

1.5 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 381 Independent Study in American Civilization**

1.5 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**AMCV 385 Special Topic in American Civilization**

3 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 386 Independent Study in American Civilization**

3 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**AMCV 390 Special Topic in American Civilization**

4.5 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 391 Independent Study in American Civilization**

4.5 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**AMCV 410 Oratory and Rhetoric**

3 cr

This course examines rhetoric and public persuasion from the Greco-Roman world and its reception in the American republic. Students study foundational texts of classical rhetoric, alongside the speeches, sermons, and debates that have shaped American civic life. Particular attention is given to how American statesmen and public leaders adapted the classical tradition of rhetoric to articulate and defend the nation's ideals, institutions, and culture. Readings may include works by Isocrates, Lysias, Demosthenes, Aristotle, Cicero, and Quintilian together with speeches and writings by George Washington, Patrick Henry, John Adams, Noah Webster, Abraham Lincoln, Frederick Douglass, Calvin Coolidge, Martin Luther King, Jr., and other influential American orators.

Prerequisite: AMCV 201 or INF 2200

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**AMCV 415 Great Events of American History**

3 cr

This seminar offers intensive study of a major event or series of events in American history selected by the instructor. Topics and texts vary by offering.

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**AMCV 420 Great American Thinkers**

3 cr

This seminar offers intensive study of a single major American intellectual, set of intellectuals, or school of thought selected by the instructor. Topics and texts vary by offering.

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**AMCV 425 The American Novel**

3 cr

This seminar offers intensive study of one or two major American novels selected by the instructor. Topics and texts vary by offering.

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**AMCV 430 American Cinema**

3 cr

This seminar offers intensive study of major American films selected by the instructor. Topics and texts vary by offering.

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**AMCV 435 American Poetry**

3 cr

This seminar offers intensive study of a major American poet, set of poets, or school of poetry selected by the instructor. Topics and texts vary by offering.

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**AMCV 480 Special Topic in American Civilization**

1.5 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 481 Independent Study in American Civilization**

1.5 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**AMCV 485 Special Topic in American Civilization**

3 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 486 Independent Study in American Civilization**

3 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**AMCV 490 Special Topic in American Civilization**

4.5 cr

This course offers intensive study of a single topic or text in American civilization selected by the instructor. Content varies by offering.

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**AMCV 491 Independent Study in American Civilization**

4.5 cr

This course provides for individualized study of a topic in American civilization under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

## **BUS**

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### **BUS 350 Product-Market Fit & Validation**

3 cr

Minimum viable products; experimentation and testing; customer traction; iteration and pivots; early growth signals.

## **BUSI**

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### **BUSI 410 Go-to-Market & Growth**

3 cr

Market sizing and segmentation; positioning and messaging; sales and distribution channels; growth loops and retention; the metrics that matter.

### **BUSI 430 Scaling & Competitive Moats**

3 cr

Scaling playbooks; defensibility and moats; revenue and operating models; automation and systems; managing hypergrowth.

### **BUSI 210 Entrepreneurial Strategy**

3 cr

Opportunity recognition and evaluation; customer discovery; competitive positioning and product-market fit; business model design; strategic pivots versus persistence.

### **BUSI 215 Business Foundations for Builders**

3 cr

Unit economics and contribution margins; cash flow and runway; financial modeling for startups; operations and cost structure; bootstrapping versus fundraising.

### **BUSI 230 Leading with Principles**

3 cr

Principle-Based Management and the 41 Principles of Human Progress; self-awareness as a leader; empowering teams and culture; decision-making when values and incentives collide; scaling without breaking what matters.

### **BUSI 235 Technology and AI for Builders**

3 cr

Emerging technologies and disruptive potential; how software and AI create value; building with modern AI tools; data-driven decision-making; evaluating technical feasibility.

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**BUSI 240 Law for Builders**

3 cr

Entity formation and corporate structure; intellectual property and trade secrets; contracts and commercial agreements; fundraising terms (SAFEs, notes, equity); employment, founders' agreements, and liability.

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**BUSI 245 Building & Product Design**

3 cr

Design thinking and user research; prototyping and minimum viable products; product management and roadmaps; building with no-code and AI tools; iteration, testing, and shipping.

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**BUSI 280 Special Topic in Business Innovation**

1.5 cr

Special topic

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**BUSI 281 Independent Study in Business Innovation**

1.5 cr

Independent study

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**BUSI 285 Special Topic in Business Innovation**

3 cr

Special topic

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**BUSI 286 Independent Study in Business Innovation**

3 cr

Independent study

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**BUSI 290 Special Topic in Business Innovation**

4.5 cr

Special topic

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**BUSI 291 Independent Study in Business Innovation**

4.5 cr

Independent study

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**BUSI 310 AI-Native Company Building**

3 cr

What it means to be AI-native; AI agents and automated workflows; small teams and high-leverage operations; building AI-first products; reimagining org design and strategy for the AI era.

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**BUSI 315 Entrepreneurial Finance**

3 cr

Capitalization strategy and cap tables; early-stage financing; valuation methods; risk and return; financing trade-offs.

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**BUSI 320 Venture Law & Deal-Making**

3 cr

Securities law and private financings; term sheets, SAFEs, and convertible notes; intellectual property strategy; M&A and exit agreements; governance and fiduciary duties.

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**BUSI 330 New Venture Creation**

3 cr

Founding teams and ideation; building a first product; customer and market testing; the fundraising narrative; pitch and launch (practicum).

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**BUSI 335 Venture Capital & Fundraising**

3 cr

The fundraising process; investor targeting and the pitch; term sheets and deal structure; types of financing; investor relations.

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**BUSI 340 Regulation, Antitrust & Policy**

3 cr

Competition policy and antitrust; regulation of technology and platforms; data privacy and IP regimes; navigating regulated markets; policy and public strategy.

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**BUSI 355 Financial Modeling & Valuation**

3 cr

Three-statement and scenario modeling; valuation (DCF, comparables, the venture method); capital efficiency and burn; sensitivity and Monte Carlo analysis; forecasting and fundraising models.

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**BUSI 360 Talent, Hiring & Compensation**

3 cr

Identifying and attracting talent; recruiting and closing candidates; equity, vesting, and upside; founding-team design; building defensible talent pools.

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**BUSI 380 Special Topic in Business Innovation**

1.5 cr

Special topic

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**BUSI 381 Independent Study in Business Innovation**

1.5 cr

Independent study

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**BUSI 385 Special Topic in Business Innovation**

3 cr

Special topic

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**BUSI 386 Independent Study in Business Innovation**

3 cr

Independent study

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**BUSI 390 Special Topic in Business Innovation**

4.5 cr

Special topic

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**BUSI 391 Independent Study in Business Innovation**

4.5 cr

Independent study

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**BUSI 415 Behavioral Economics for Builders**

3 cr

Heuristics and cognitive biases; prospect theory and loss aversion; framing and choice architecture; nudges and defaults; incentives and behavioral pricing.

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**BUSI 420 Negotiation & Influence**

3 cr

Principled negotiation and BATNA; deal-making and bargaining; story-telling and narrative; stakeholder mapping; influence without authority.

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**BUSI 435 Markets & Market Design**

3 cr

Auctions and pricing mechanisms; matching markets and platforms; two-sided networks; incentives and mechanism design; market failures and design fixes.

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**BUSI 440 Building & Scaling Culture**

3 cr

Establishing founding culture; high-performance teams; maintaining cultural integrity while scaling; retaining elite talent; rituals, values, and norms.

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**BUSI 450 Technology Innovation & Disruption**

3 cr

Emerging technologies; assessing disruptive potential; productizing research; platform and ecosystem strategy; technology adoption cycles.

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**BUSI 455 Mergers, Acquisitions & Exits**

3 cr

M&A as growth and as exit; IPO readiness; secondaries and acquisitions; deal negotiation; post-exit transitions.

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**BUSI 460 Virtue, Ethics & the Founder**

3 cr

Moral courage and integrity; ethics under ambiguity and competition; capitalism and human flourishing; building a culture of honor; the ethics of power and legacy.

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**BUSI 465 Applied AI for Startups**

3 cr

Machine learning for business problems; data pipelines and tooling; model selection and evaluation; AI-driven decision-making; the opportunities and limits of AI.

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**BUSI 480 Special Topic in Business Innovation**

1.5 cr

Special topic

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**BUSI 481 Independent Study in Business Innovation**

1.5 cr

Independent study

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**BUSI 485 Special Topic in Business Innovation**

3 cr

Special topic

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**BUSI 486 Independent Study in Business Innovation**

3 cr

Independent study

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**BUSI 490 Special Topic in Business Innovation**

4.5 cr

Special topic

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**BUSI 491 Independent Study in Business Innovation**

4.5 cr

Independent study

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**CSAI**

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**CSAI 110 Introduction to Programming**

3 cr

Fundamentals of programming using Python. Basic control flow, compound data structures, string/text manipulation, OO structure. Focus on implementations and libraries serving mathematical, data science, and engineering applications.

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**CSAI 210 Data Structures**

3 cr

Review of major data structures as a vehicle for learning dynamic memory structures, elementary OO and functional software design, intuitive algorithmic complexity analysis, recursion, and state space searching AI

Prerequisite: CSAI 110

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**CSAI 220 Databases**

3 cr

Relational model, SQL, database design, and DDL, programmatic DB interaction, transactions, and modern DB variants.

Prerequisite: CSAI 210

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**CSAI 230 AI-Enabled Software Engineering**

3 cr

Development of a representative modern three-tier application using AI agents for code generation. Specification and design of the application, use of AI agents and related tools e.g. git and test systems. Representative revision and refactoring using AI agents.

Prerequisite: CSAI 220

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**CSAI 235 AI-Enabled Software Engineering Lab**

1.5 cr

Laboratory element in support of AI-Enabled Software Engineering. Students construct a working application.

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**CSAI 280 Special Topic in Computer Science**

1.5 cr

Special topic

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**CSAI 281 Independent Study in Computer Science**

1.5 cr

Independent study

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**CSAI 285 Special Topic in Computer Science**

3 cr

Special topic

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**CSAI 286 Independent Study in Computer Science**

3 cr

Independent study

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**CSAI 290 Special Topic in Computer Science**

4.5 cr

Special topic

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**CSAI 291 Independent Study in Computer Science**

4.5 cr

Independent study

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**CSAI 300 Programming Languages and Software Design**

3 cr

Survey of programming language features as a vehicle for understanding software design. Surveyed languages are all from the 21st century and include a variety of philosophies of language and software design.

Prerequisite: CSAI 235

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**CSAI 310 Computer Architecture and OS**

3 cr

Processor and ISA architecture using ARM as an example, caching and memory hierarchy optimization. Memory management, resource scheduling, concurrency control, and file system management.

Prerequisite: CSAI 300

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**CSAI 320 Computer Networks**

3 cr

The TCP/IP stack, network routing algorithms, and socket-level protocol programming. Firewalls and network security.

Prerequisite: CSAI 300

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**CSAI 330 CyberSecurity**

3 cr

Theory and practice of securing modern computing systems and networks. Students will examine the CIA triad, threat modeling, and risk assessment frameworks, then apply these concepts to real-world scenarios. Topics include cryptography and public-key infrastructure, authentication and access control, malware analysis, intrusion detection and prevention systems, secure software development practices, penetration testing methodologies, and legal and ethical considerations in cybersecurity.

Prerequisite: CSAI 320

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**CSAI 340 Computer Graphics and Physical Simulation**

3 cr

Simulation of objective systems. Traditional coverage of computer graphics, for e.g. gaming, but with additional emphasis on the use of simulated worlds for training of physical AI systems.

Prerequisite: CSAI 300

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**CSAI 350 Introduction to Machine Learning**

3 cr

Supervised/unsupervised learning, ensemble modeling, reinforcement paradigms, and evolutionary search strategies.

Prerequisite: CSAI 220, MATH 240

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**CSAI 360 Math of AI**

3 cr

Structure of high-dimensional spaces and concept embeddings. Johnson-Lindenstrauss lemma, Advanced SGD algorithms, grokking, and double descent. Large-dimensional linear algebra. May be colisted with corresponding MATH course.

Prerequisite: CSAI 350

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**CSAI 370 Machine Learning Engineering**

3 cr

Use of ML systems to solve engineering problems. Transfer learning, RLHF, MCP, and client API protocols.

Prerequisite: CSAI 350

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**CSAI 379 Special Topic in Computer Science**

1.5 cr

Special topic

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**CSAI 380 Transformers and Diffusion Models**

3 cr

Deep review of transformers and diffusion models, extending on the overview in Intro to M.

Prerequisite: CSAI 360

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**CSAI 381 Independent Study in Computer Science**

1.5 cr

Independent study

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**CSAI 385 Special Topic in Computer Science**

3 cr

Special topic

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---

**CSAI 386 Independent Study in Computer Science**

3 cr

Independent study

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**CSAI 390 Special Topic in Computer Science**

4.5 cr

Special topic

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**CSAI 391 Independent Study in Computer Science**

4.5 cr

Independent study

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**CSAI 400 Advanced Algorithms**

3 cr

Taxonomy of advanced algorithms: greedy, dynamic programming, divide-and-conquer, branch-and-bound. Emphasis on building a repertoire of algorithms from which to build for the solution of problems. Emphasis on programming not doable by current LLMs.

Prerequisite: CSAI 300

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**CSAI 401 Reinforcement Learning**

3 cr

Review of Markov chains; MDPs, MC methods, TD and Q-learning, exploitation/exploration tradeoff, policy gradient methods

Prerequisite: CSAI 350

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**CSAI 410 Compilers**

3 cr

Formal parsing techniques, type theory, parser generators, intermediate and target code generation.

Prerequisite: CSAI 300

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**CSAI 411 Physical AI and Computer Vision**

3 cr

Visual feature extraction, CNNs, vision transformers, and 3D object recognition for signal and audio classification. Robot kinematics, sensor-actuator integration, SLAM, motion planning, and learning-based manipulation from demonstrations.

Prerequisite: CSAI 350

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**CSAI 420 Automata and Computing Theory**

3 cr

Automata Theory, Abstract machines, Turing-completeness, computability theory, and P vs. NP complexity classes.

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**CSAI 421 Advanced Topics in Machine Learning** 3 cr

Meta-learning frameworks, transfer learning, Gaussian process modeling, and high-dimensional embedding representations. Mechanistic interpretability.

Prerequisite: CSAI 360

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**CSAI 480 Special Topic in Computer Science** 1.5 cr

Special topic

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**CSAI 481 Independent Study in Computer Science** 1.5 cr

Independent study

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**CSAI 485 Special Topic in Computer Science** 3 cr

Special topic

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**CSAI 486 Independent Study in Computer Science** 3 cr

Independent study

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**CSAI 490 Special Topic in Computer Science** 4.5 cr

Special topic

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**CSAI 491 Independent Study in Computer Science** 4.5 cr

Independent study

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**ECON**

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**ECON 101 Applied Issues and Perspectives in Economics I** 3 cr

This is an introductory course in Economics based upon current Economic issues such as the role of markets, the determinants and consequences of inequality and market interventions such as the minimum wage. It uses tools of Economics to define and analyze the debate around these issues.

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**ECON 102 Applied Issues and Perspectives in Economics II** 3 cr

This is an introductory course in Economics based upon current Economic issues with a focus on growth, alternative Economic systems and policy interventions. It uses tools of Economics to define and analyze the debate around these issues.

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**ECON 111 Accelerated Applied Economics I** 3 cr

This course is a version of ECON 101 intended for those concentrating in Economics.

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**ECON 112 Accelerated Applied Economics II** 3 cr

This course is a version of ECON 102 intended for those concentrating in Economics.

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**ECON 201 Microeconomic Theory I** 3 cr

This course in microEconomic theory covers household and firm choice. It uses mathematical tools of constrained optimization.

Prerequisite: ECON 101, ECON 102

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**ECON 202 Macroeconomic Theory I** 3 cr

This is an advanced course in macroeconomics. It covers dynamic choices by households and firms. It introduces dynamic general equilibrium theory as a framework for analysis.

Prerequisite: ECON 101, ECON 102

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**ECON 203 Microeconomic Theory II** 3 cr

This advanced course in microeconomics covers advanced topics such as the fundamental welfare theorems. The course covers deviations from perfect competition, such as market power and externalities, to consider the inefficiencies they can create, and the regulatory policies that have been developed to mitigate or prevent these deviations.

Prerequisite: ECON 201

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**ECON 204 Macroeconomic Theory II** 3 cr

This is an advanced course in macroeconomics. This course uses dynamic equilibrium analysis to study fiscal and monetary policy. It also introduces the search theory approach to money and labor markets.

Prerequisite: ECON 202

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**ECON 220 Probability and Statistics** 3 cr

This course familiarizes students with the essential probability theory and statistical tools Economists use to make inferences and decisions using data. A wide range of topics in probability, statistics and regression analysis are explored.



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**ECON 230 Mathematical Economics**

1.5 cr

This course builds the foundational quantitative skills required for further study in Economics.

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**ECON 251 Principles of Microeconomics I**

3 cr

This course will develop students' understanding about a broad range of problems related to the operation of markets, social policy, and business. It studies the determinants of household demand, firm supply and market equilibrium.

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**ECON 252 Principles of Macroeconomics I**

3 cr

This course sequence will build an analytical macroeconomic framework and then use it to explain changing conditions in the world Economy and the challenges these present for modern policy makers and business leaders. Students will become familiar with the phases of the business cycle, monetary policy, economic growth, inflation, unemployment and fiscal policy.

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**ECON 271 History of Economic Thought**

3 cr

This course traces the development of Economic ideas from classical thinkers like Adam Smith and David Ricardo through Keynes and the modern era, showing how each generation's theories responded to the pressing questions of its time. Students learn how competing schools of thought — from classical and Marxist to Keynesian and monetarist—continue to shape debates over markets, government, and prosperity today.

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**ECON 272 Economic History**

3 cr

Economic History examines how Economies have evolved over time, using historical episodes— from the Industrial Revolution to the Great Depression—to illustrate core Economic principles in action. Students learn to interpret long-run patterns in growth, trade, and living standards, and to draw lessons from the past for understanding present-day Economic challenges.

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**ECON 280 Special Topic in Economics**

1.5 cr

Special topic

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**ECON 281 Independent Study in Economics**

1.5 cr

Independent study

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**ECON 285 Special Topic in Economics**

3 cr

Special topic

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**ECON 286 Independent Study in Economics**

3 cr

Independent study

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**ECON 289 Special Topic in Economics**

4.5 cr

Special topic

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**ECON 290 Political Economy**

3 cr

This course uses Economic reasoning to understand the world's most consequential policy challenges and other weird phenomena. From foreign aid to law and order under anarchy; from corruption to occupational licensing. We focus on tracing incentives and interests, winners and losers, unintended consequences across history, institutions, and borders. Topics shift each semester as we explore new terrain.

Prerequisite: ECON 101

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**ECON 291 Independent Study in Economics**

4.5 cr

Independent study

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**ECON 300 Public Choice**

3 cr

This course integrates Economic and political theory to analyze how choices about public policy are made by voters, candidates, legislators, bureaucrats, and the institutions in which they operate.

Prerequisite: ECON 101

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**ECON 301 Topics in Microeconomics**

3 cr

This course studies advanced topics in microeconomics such as general equilibrium theory, incentives and mechanism design. Offered subject to sufficient student interest.

Prerequisite: ECON 230

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**ECON 302 Topics in Macroeconomics**

3 cr

This course studies advanced topics in macroeconomics such as dynamic, stochastic equilibrium models, household and firm dynamics choices and Economic growth.

Prerequisite: ECON 230

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**ECON 306 Economic Growth**

3 cr

This course studies the relationship between human capital attainment and (endogenous) growth, as well as the historical causes and sources of Economic development. The course generally asks why some countries have experienced growth spurts or growth miracles while others have not. In particular we focus on the vast theoretical literature that posits that “institutions” (whatever that means) “matter” for development. Much of the course will be spent debating what “institutions matter” actually means, contextualizing such a conjecture by using mathematical models to discipline our analysis.

Prerequisite: ECON 230

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**ECON 332 Behavioral and Experimental Economics**

3 cr

Experimental and Behavioral Economics examines how real people actually make decisions, often departing from the rational, self-interested behavior assumed in standard Economic models. Students explore evidence from laboratory experiments and psychological research on topics like fairness, risk, and bias, and consider how these insights reshape Economic theory and policy.

Prerequisite: ECON 230

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**ECON 340 Fiscal Policy**

3 cr

This course uses theory and empirical tools to study topics related to fiscal policy. Topics will include optimal taxation, the provision of public goods, the dynamics of deficits and debt and social security.

Prerequisite: ECON 230

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**ECON 351 International Trade and Finance**

3 cr

This course studies why countries trade and considers the consequences for welfare of trade from theoretical and empirical perspectives, both in the past and the present. This course also analyses the role of international finance in allocating global resources through various financial instruments, including international capital flows associated with investments in debt, equity, and foreign-direct investment.

Prerequisite: ECON 230

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**ECON 353 Comparative Economic Systems**

3 cr

Comparative Economic Systems examines how different Economies—from market-based to centrally planned, and the many hybrids in between—organize production, allocate resources, and distribute income. Students compare the historical performance of these systems, using real-world cases to understand the trade-offs between markets, government, and different approaches to property and coordination.

Prerequisite: ECON 230

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**ECON 360 Corporate Finance, Accounting, and Business Planning**

3 cr

This course teaches students how to construct business plans and use them to formulate cash flow analysis from income and expense statements and balance sheets, and then use the cash flow analysis as a basis for financial planning, valuation of the business, and creating a strategy to fund the idea.

Prerequisite: ECON 230

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**ECON 361 Entrepreneurship and Entrepreneurial Finance**

3 cr

This course analyzes how entrepreneurs originate and fund business ideas, with special emphasis on understanding the role of venture capital in business formation and growth.

Prerequisite: ECON 230

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**ECON 362 Household Finance**

3 cr

This course studies household choices regarding consumption, saving, and portfolio choice. A basic model of household optimal behavior is formulated and then used as a framework for interpreting financial outcomes. The course combines theory and evidence.

Prerequisite: ECON 230

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**ECON 370 Monetary Economics and Policy**

3 cr

This course studies the demand for money in general equilibrium models, including search and matching. It uses these models to characterize optimal monetary policy. The course also presents evidence on the effects of monetary policy.

Prerequisite: ECON 230

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**ECON 371 Money, Banking, and the Financial System**

3 cr

This course studies the operations and interactions among monetary systems, banking systems, and financial systems, and their relevance for the Economy.

Prerequisite: ECON 230

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**ECON 372 Crypto Currencies**

3 cr

This course provides an introduction to Bitcoin, cryptocurrencies, and smart contract programming.

Prerequisite: ECON 230

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**ECON 373 Financial Crises**

3 cr

This course explores the causes of and policy responses to financial crises in the United States before and since the formation of the Federal Reserve with emphasis on the Great Depression and the Great Recession of 2007-2008.

Prerequisite: ECON 230

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**ECON 380 Special Topic in Economics**

1.5 cr

Special topic

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**ECON 381 Independent Study in Economics**

1.5 cr

Independent study

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**ECON 385 Special Topic in Economics**

3 cr

Special topic

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**ECON 386 Independent Study in Economics**

3 cr

Independent study

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**ECON 389 Special Topic in Economics**

4.5 cr

Special topic

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**ECON 390 Labor Economics**

3 cr

Labor Economics studies how wages, employment, and working conditions are determined through the interaction of workers and firms in the labor market. Students examine topics like human capital, discrimination, unions, and unemployment, and consider how government policies shape labor market outcomes.

Prerequisite: ECON 230

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**ECON 391 Economics of Education**

3 cr

Economics of Education examines how individuals and societies invest in human capital through schooling, and how education affects earnings, productivity, and economic growth. Students explore topics like the returns to education, school choice, and the role of government in financing and regulating education systems. Important topics will include mismatch and the role of human capital accumulation for Economic growth.

Prerequisite: ECON 230

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**ECON 392 Independent Study in Economics**

4.5 cr

Independent study

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**ECON 396 Law and Economics**

3 cr

Law and Economics applies Economic reasoning to the analysis of legal rules and institutions, examining how laws governing property, contracts, and torts shape incentives and behavior. Students learn to evaluate legal rules in terms of efficiency and consider how the law can be designed to promote better Economic outcomes.

Prerequisite: ECON 230

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**ECON 401 Advanced Topics in Microeconomics**

1.5 cr

This course covers topics in microeconomics intended to prepare a student for advanced studies.

Prerequisite: ECON 230

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**ECON 402 Advanced Topics in Macroeconomics**

1.5 cr

This course covers topics in macroeconomics intended to prepare a student for advanced studies. May be repeated up to 3 times.

Prerequisite: ECON 230

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**ECON 405 Game Theory**

3 cr

Game Theory introduces the tools economists use to analyze strategic interactions, where the outcome for each person depends not just on their own choices but on the choices of others. Students learn key concepts like Nash equilibrium and apply them to real-world situations ranging from business competition to bargaining and public policy.

Prerequisite: ECON 230

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**ECON 410 Capstone Microeconomics**

3 cr

Special Topics in microeconomics. May be repeated up to 3 times. Intended for students pursuing Polaris project.

Prerequisite: ECON 230

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**ECON 411 Capstone Macroeconomics**

3 cr

Special Topics in macroeconomics. May be repeated up to 3 times. Intended for students pursuing Polaris project.

Prerequisite: ECON 230

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**ECON 412 Capstone in Quantitative Economics**

3 cr

Special Topics in Quantitative Economics. May be repeated up to 3 times. Intended for students pursuing Polaris project.

Prerequisite: ECON 230

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**ECON 420 Advanced Probability and Statistics**

3 cr

Probability and Statistics covers the essential quantitative tools Economists use to analyze uncertainty, interpret data, and test theories. Students learn core concepts like probability distributions, expected value, and statistical inference, building the foundation needed for empirical work in Economics. The course will include theory and applications.

Prerequisite: ECON 220

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**ECON 421 Causality**

3 cr

This course introduces the modern toolkit for estimating causal effects from observational and experimental data. Students will learn the potential outcomes framework and the main identification strategies used in empirical research today, such as difference-in-differences, synthetic control methods, regression discontinuity design, and matching.

Prerequisite: ECON 230

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**ECON 422 Time Series Econometrics**

3 cr

This course applies time series techniques to study variation among variables over time.

Prerequisite: ECON 230

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**ECON 423 Econometrics of Panel Data**

3 cr

This course applies advanced Econometric analyses to Economic problems that arise in a panel context, combining variation over time with cross-sectional variation at a moment in time.

Prerequisite: ECON 230

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**ECON 430 Advanced Mathematical Economics**

3 cr

This course covers micro-founded models of decision making by Economic agents (primarily consumers, workers, and firms) rooted in the concept of constrained optimization. We dive deeper into some of the canonical models discussed in ECON 201-204, in particular focusing on alternative models with different kinds of decision-theoretic foundations that imply different causal outcomes. The course concludes with a brief discussion thinking about how such models can be disciplined with data. Policy implications, as they pertain to taxation, subsidization, Social Security, and education will be considered.

Prerequisite: ECON 230



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**ECON 431 Advanced Quantitative Economics**

3 cr

Only so many economic models can actually be analyzed by hand. Instead, more complex models, such as those that allow consumers to exhibit differences regarding how they behave, how much money they make, etc., require computational tools in order to analyze and understand their implications. In this course we use advanced tools from machine learning, artificial intelligence (large language models), and neural networks to study the properties of Economic models that feature everything from heterogeneous agents to rationality frictions. Computational tools will be used, as much of the course will involve coding in Python, R, and Julia.

Prerequisite: ECON 230

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**ECON 435 Applied Dynamic Programming**

3 cr

This course introduces the mathematical structure of dynamic programming. This tool is used to study dynamic choices by households, firms and dynamic games.

Prerequisite: ECON 230

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**ECON 440 Industrial Organization and Competition Policy**

3 cr

Industrial Organization and Competition Policy studies how firms behave in markets with limited competition—examining pricing strategies, market power, and the incentives firms face in oligopolies and monopolies. Students learn how antitrust laws and regulatory policy attempt to promote competition and protect consumers from anticompetitive practices. Offered subject to sufficient student interest

Prerequisite: ECON 230

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**ECON 480 Special Topic in Economics**

1.5 cr

Special topic

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**ECON 481 Independent Study in Economics**

1.5 cr

Independent study

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**ECON 485 Special Topic in Economics**

3 cr

Special topic

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**ECON 486 Independent Study in Economics**

3 cr

Independent study

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| <b>ECON 490</b> | <b>Special Topic in Economics</b> | 4.5 cr |
|-----------------|-----------------------------------|--------|

Special topic

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| <b>ECON 491</b> | <b>Independent Study in Economics</b> | 4.5 cr |
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Independent study

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## **EDUC**

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| <b>EDUC 280</b> | <b>Special Topic in Education</b> | 1.5 cr |
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Special topic

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| <b>EDUC 281</b> | <b>Independent Study in Education</b> | 1.5 cr |
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Independent study

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| <b>EDUC 285</b> | <b>Special Topic in Education</b> | 3 cr |
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Special topic

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| <b>EDUC 286</b> | <b>Independent Study in Education</b> | 3 cr |
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Independent study

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| <b>EDUC 290</b> | <b>Special Topic in Education</b> | 4.5 cr |
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Special topic

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| <b>EDUC 291</b> | <b>Independent Study in Education</b> | 4.5 cr |
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Independent study

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| <b>EDUC 380</b> | <b>Special Topic in Education</b> | 1.5 cr |
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Special topic

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| <b>EDUC 381</b> | <b>Independent Study in Education</b> | 1.5 cr |
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Independent study

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| <b>EDUC 385</b>   | <b>Special Topic in Education</b>     | 3 cr   |
| Special topic     |                                       |        |
| <b>EDUC 386</b>   | <b>Independent Study in Education</b> | 3 cr   |
| Independent study |                                       |        |
| <b>EDUC 390</b>   | <b>Special Topic in Education</b>     | 4.5 cr |
| Special topic     |                                       |        |
| <b>EDUC 391</b>   | <b>Independent Study in Education</b> | 4.5 cr |
| Independent study |                                       |        |
| <b>EDUC 480</b>   | <b>Special Topic in Education</b>     | 1.5 cr |
| Special topic     |                                       |        |
| <b>EDUC 481</b>   | <b>Independent Study in Education</b> | 1.5 cr |
| Independent study |                                       |        |
| <b>EDUC 485</b>   | <b>Special Topic in Education</b>     | 3 cr   |
| Special topic     |                                       |        |
| <b>EDUC 486</b>   | <b>Independent Study in Education</b> | 3 cr   |
| Independent study |                                       |        |
| <b>EDUC 490</b>   | <b>Special Topic in Education</b>     | 4.5 cr |
| Special topic     |                                       |        |
| <b>EDUC 491</b>   | <b>Independent Study in Education</b> | 4.5 cr |
| Independent study |                                       |        |

**HIST 110 Ancient Greece**

3 cr

This course immerses students in the history and thought of the Classical Greek world. By engaging with the most influential ancient Greek historians, dramatists, and philosophers, students gain an appreciation for one of the ancient foundations of modern civilization. Readings include Aeschylus' Persians, portions of the histories of Herodotus and Thucydides, passages from the Presocratic philosophers, Sophocles' Oedipus the King and Antigone, and Plato's Protagoras and Apology. This survey of Hellenic culture and literature, which includes attention to historical context and the formative reception of these texts and authors, prepares students to recognize the contributions made by ancient Greece and Athens in particular to the Western tradition and human culture writ large.

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**HIST 111 Ideological Experiments of the 20th Century**

3 cr

This course examines the historical context, intellectual origins, and practical consequences of the most influential ideological alternatives to liberalism in the twentieth century, with particular attention to Soviet Russia, Nazi Germany, Fascist Italy, and Communist China. What economic, social, and cultural conditions made communism, Nazism, and fascism seem appealing? How did these radical political innovations play out in practice? Students read influential primary sources such as Marx and Engels' Communist Manifesto, Gentile and Mussolini's Doctrine of Fascism, and Mao's "Sixteen Points" alongside narrative accounts of historical events such as the Russian Revolution, the Nazi takeover of Germany, and the Chinese Cultural Revolution.

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**HIST 115 Ancient Rome**

3 cr

This course is a general introduction to the cultural and intellectual history of ancient Rome from its founding to the high Empire. Why was ancient Rome able to conquer and rule most of the Mediterranean world? What did ancient Romans believe? What kind of debates did they have? What is distinctive about ancient Roman culture, and how did it change over time? Through independent reading, guided reading, lectures, and in-class discussion of Livy, Cicero, Virgil, Seneca, Plutarch, and other canonical Roman authors, students in this course acquire a substantial introductory knowledge of the cultural, intellectual, and political history of ancient Rome. Students also examine pivotal events such as the expulsion of the Tarquins, the Conflict of the Orders, the Punic Wars, and the Roman Civil Wars.

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**HIST 130 Rise of the West**

3 cr

This course is an introduction to late antiquity, medieval Europe, and the intellectual traditions that shaped the West between the fall of the Roman Empire and the dawn of the Renaissance. How did European civilization emerge from the collapse of antiquity? How did the legacy of Greek and Roman antiquity, the feudal system, Celtic paganism, Scandinavian heathenism, Christianity, and the encounter with Islam shape British and European culture? Students acquire a substantial introductory knowledge of the history of medieval Britain and Europe, as well as their relation to the Near East. Readings include selections from St. Augustine's *Confessions* and the *Summa Theologica* of St. Thomas Aquinas, as well as other works of literature, philosophy, and theology that defined the late antique and medieval imagination.

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**HIST 131 Making of the Modern World**

3 cr

This course examines the beginning of the modern West in the theological controversies, sectarian conflict, and philosophical turmoil of early modern Europe and Britain. What was the Reformation, and what were its consequences? What was gained and what was lost in the transition from the medieval to the modern world? Through careful reading, class discussion, and supplemental lectures, students explore new conceptions of religion, politics, individual freedom, and human nature that emerged in the fifteenth, sixteenth, and seventeenth centuries. Readings include Machiavelli's *Prince*, Marlowe's *Doctor Faustus*, and Shakespeare's *Hamlet*, as well as selections from Luther, Calvin, Hobbes, and Locke. As context for the rise of early modern liberalism, including new practices of religious toleration, students also examine pivotal events including the Thirty Years' War, the Peace of Westphalia, and the British Civil Wars.

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**HIST 210 The Enlightenment**

3 cr

This course is an introduction to the Enlightenment, with particular attention to its influence on the French Revolution. In the wake of the Scientific Revolution, radical thinkers such as Voltaire, Diderot, and Kant challenged the traditional authority of the church and crown and advanced new arguments for individual liberty. Moral philosophers such as Mandeville and Adam Smith began to suggest that self-interest might be harnessed to the public good. Enlightenment ideas helped inspire the American Revolution but played out more disastrously in France, where they were mediated by the influence of Rousseau. Alongside works of eighteenth-century French and English literature, philosophy, art, and music, students learn about the Ancien Régime and reflect on the events of the French Revolution, including the storming of the Bastille, the Reign of Terror, the Counter-Revolution in the Vendée, and the rise of Napoleon.

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**HIST 211 Renaissance and Reformation**

3 cr

This course is a general introduction to the cultural and intellectual history of England and Europe in the fifteenth, sixteenth, and seventeenth centuries. How did the feuding city-states of early modern Italy produce such extraordinary innovation in the arts? Students read works by notable Renaissance humanists such as Petrarch, Erasmus, and Montaigne, trace the revival of Hellenistic schools of thought such as Neoplatonism and Skepticism, study artistic movements such as Mannerism and the Baroque, and explore the origins of the Reformation.

Prerequisite: HIST 130 or ALT 1030

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**HIST 215 Romanticism and Realism**

3 cr

Why did German and English authors turn against the influence of the French Enlightenment? Did the reforms instituted by Napoleon fulfill the aims of the French Revolution? What did Tocqueville and Marx think of the “Springtime of Nations”? What was the Paris Commune? This course is a general introduction to the restless, rapidly developing cultural, intellectual, and political landscape of England, Europe, and Russia in the nineteenth century, including the German Counter-Enlightenment, philosophical idealism, the rise and fall of Napoleon Bonaparte, the populist Revolutions of 1848, and new experiments in literary and artistic naturalism.

Prerequisite: HIST 210 or ALT 1040

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**HIST 220 Decadence, Modernism, and the Great War**

3 cr

How are twentieth-century political movements such as anarchism, Marxism, fascism, and Futurism related to each other? What prompted early twentieth-century experiments in art and architecture such as Dada, Surrealism, Cubism, Art Nouveau, and Art Deco? How did the film industry begin? This course is a general introduction to the turbulent intellectual, cultural, and political landscape of England, Europe, and Russia at the end of the nineteenth century and the beginning of the twentieth century. What led to the end of the Belle Époque? Students investigate how unprecedented prosperity, hopes for a lasting peace, and fin-de-siècle decadence gave way to the “Great War” we now know as World War I, as well as the Russian Revolution and the Spanish Civil War.

Prerequisite: HIST 215 or INF 2200

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**HIST 280 Special Topic in History**

1.5 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**HIST 281 Independent Study in History**

1.5 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 285 Special Topic in History**

3 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**HIST 286 Independent Study in History**

3 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 290 Special Topic in History**

4.5 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**HIST 291 Independent Study in History**

4.5 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 310 The Hebrew Bible**

3 cr

How did the Hebrew Bible shape the moral, literary, and religious imagination of the Western world? This course introduces students to the books of the Hebrew Bible in their ancient Near Eastern and Mediterranean contexts while exploring their literary artistry, theological vision, and enduring cultural influence. Students will examine major genres, themes, and interpretive traditions alongside the history, archaeology, and societies from which these texts emerged, gaining a deeper appreciation for one of history's most influential literary and religious corpora.

Prerequisite: LITR 103 or INF 1100

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**HIST 315 Classical Historiography**

3 cr

This course explores the classical foundations of Western historical writing. What makes a historical account trustworthy, and who decides which stories endure? How should history explain human action, political change, and the rise and fall of civilizations? Students read major selections from Herodotus, Thucydides, Xenophon, Polybius, Sallust, Livy, and Tacitus and trace the evolution of historical explanation. By examining competing models of causation, motivation, political analysis, and biography, students learn the craft of history itself.

Prerequisite: HIST 115 or ALT 1010

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**HIST 320 The New Testament**

3 cr

Who was Jesus? Who was the Apostle Paul? How did Christianity emerge within Judaism, then spread throughout the entire Roman world and far beyond? This course introduces students to the New Testament in the context of ancient Judaism and the early Roman Empire, including questions of authorship, genre, theology, ethics, and politics, as well as reception and later influence. Students spend most of their time on the practical work of interpretation, asking the big questions that the New Testament inspires and evaluating competing claims about its meaning and significance.

Prerequisite: LITR 103 or INF 1300

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**HIST 325 The Roman Republic**

3 cr

How did a small city on the Tiber become the dominant power of the Mediterranean? This course explores the history, politics, and culture of the Roman Republic from its legendary beginnings to its dramatic collapse. Through the writings of historians, statesmen, generals, and philosophers, students examine the development of republican government, the Punic Wars, social conflict, imperial expansion, and the rise of Julius Caesar. Alongside literary sources, the course draws upon archaeology, art, and material culture to illuminate one of history's most influential political experiments. Major authors include Polybius, Dionysius of Halicarnassus, Cato the Elder, Sallust, Julius Caesar, Cicero, Livy, Plutarch, Appian, and Cassius Dio. Students may also encounter Cornelius Nepos, Valerius Maximus, Aulus Gellius, Strabo, Pliny the Elder, and Velleius Paterculus.

Prerequisite: HIST 115 or ALT 1010

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**HIST 330 The Roman Empire**

3 cr

How did Rome become the greatest empire in the ancient world, and why did it endure for so long? From the rule of Augustus Caesar beginning in 27 BCE to the fall of the Western Roman Empire in 476 CE, this course examines the political, cultural, intellectual, and religious transformations of imperial Rome. Students will study the major emperors, the expansion and administration of the empire, the rise of Christianity, monumental architecture, and the flourishing of late antique literature and philosophy while engaging enduring debates about the nature of empire and the causes of Rome's transformation. Students will study the Second Sophistic, read later Roman authors such as Ammianus Marcellinus, Orosius, and Augustine, and grapple with questions posed by Gibbon's great work, *The History of the Decline and Fall of the Roman Empire*.

Prerequisite: HIST 325

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**HIST 335 Plutarch**

3 cr

What is a hero? What is the use of thinking in terms of the collective self and the collective other in history? What does it mean to live ethically within a fractured, morally complex empire? This course centers on Plutarch, one of the most influential psychologists and essayists of antiquity. His writings offer a toolkit for self-examination, uniting moral insights, biography, and leadership studies, and shaped generations of Western statesmen, including the American Founding Fathers. Through close readings of Plutarch's *Parallel Lives* and *Moralia*, students encounter the tension between high ideals and political realities, the psychology of character formation, the nature of lived virtue, and the transformative role of mentorship (*paideia*).

Prerequisite: HIST 330 or ALT 1010

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**HIST 340 Late Antiquity**

3 cr

Was the fall of Rome a cataclysmic end or a vibrant new beginning? For decades, the centuries between the high Roman Empire and the Middle Ages were dismissed as "the Dark Ages." This course dismantles that myth, revealing a vibrant era of cultural synthesis, scientific adaptation, and the foundation of Christian institutions, alongside the challenge posed by the rise of Islam. Guided by the landmark insights of scholars such as Peter Brown, students explore how Greek philosophy, Roman administrative structures, Judaism, and Christianity fused to create theological, literary, political, and legal frameworks that still govern our world today. This course offers students an immersive masterclass in cultural transition, conflict, globalization, and macro-historical analysis, combining the serious study of history with an emphasis on primary texts.

Prerequisite: HIST 115 or ALT 1010

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**HIST 345 Early Christian Thought**

3 cr

What are the origins of modern Western ideas about sexuality, bodily autonomy, and identity? This course traces the radical intellectual revolutions of early Christianity, exploring how counter-cultural ideas of asceticism, monasticism, and martyrdom fundamentally reshaped the Greco-Roman world toward what the West would later become. Students dive into fierce theological debates that redefined what it meant to be human, parsing the intersections of spirit, society, and authority. Topics include the development of Church services, the basics of Christian theology and heresy, and why there are so many different kinds of Churches and Christians. Students read a wide array of early Christian thinkers in context, including figures such as Irenaeus, Justin Martyr, Tertullian, Clement, Origen, Eusebius, Lactantius, Athanasius, John Chrysostom, Ambrose, Ephrem, Augustine, and Justinian, among others.

Prerequisite: LITR 103 or INF 1300

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**HIST 350 Judaism in Antiquity**

3 cr

This course examines ancient Judaism as a central intellectual tradition of the classical world and a foundation of Western civilization. Through sustained engagement with biblical and pseudepigraphic works, Second Temple literature, Rabbinic writings, aspects of Hellenistic-Jewish philosophy, and the earliest Christian works read in their Jewish context, students explore the interpretive practices, theological ideas, and normative constructs that shaped both Judaism and Christianity. Situating these works within the wider culture of antiquity, this course illuminates intellectual and cultural crucibles that forged central concepts of the Western tradition, highlighting the integral part played by the Jewish tradition in the shaping of the modern world.

Prerequisite: LITR 103 or INF 1100

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**HIST 355 Modern Judaism**

3 cr

This course examines the major movements, debates, and crises that have shaped modern Judaism from the eighteenth century to our present time. Beginning with the Jewish Enlightenment and Hasidism, it traces the emergence of Jewish responses to emancipation, secularization, nationalism, philosophy, religious reform, and modern politics. Students explore the development of modern religious philosophy and analyze how major Jewish thinkers engaged with concepts such as reason, tradition, ethics, revelation, and collective identity. The course concludes with the theological and intellectual aftermath of the Holocaust and the creation of the State of Israel. Through sustained engagement with primary texts, students explore the various ways modern Jews have sought to reinterpret an ancient tradition under the pressures of modernity.

Prerequisite: HIST 350

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**HIST 360 Shakespeare: English History Plays I**

3 cr

Students read and discuss Shakespeare's plays about the Wars of the Roses in fifteenth-century England, including 1-3 Henry VI and Richard III, his later play King John about the struggle for the crown in thirteenth-century England, and selections from his historical sources. Why did civil war break out? What is the relation between church and state? Students explore Shakespeare's understanding of politics, divine providence, historical change, social class, popular protest, and effective leadership through memorable characters such as the misguided pacifist Henry VI, his tempestuous wife Margaret of Anjou, the comic demagogue Jack Cade, and the ruthless Machiavel Richard III.

Prerequisite: HIST 130 or ALT 1020

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**HIST 361 Shakespeare: English History Plays II**

3 cr

Students read and discuss Shakespeare's plays about the end of the Plantagenet dynasty and the rise of the House of Lancaster in fifteenth-century England, Richard II, 1-2 Henry IV, and Henry V, a sequence also known as his "Henriad," as well as his later play Henry VIII and selections from his historical sources. What makes one king better than another? What is the cost of stable, competent, and fair-minded leadership? Students explore Shakespeare's understanding of politics, divine providence, historical change, social class, crime, statesmanship, international law, and the ethics of war through memorable characters such as the flamboyant narcissist Richard II, the bombastic swindler John Falstaff, the beleaguered innkeeper Mistress Quickly, the hotheaded northern rebel Harry "Hotspur" Percy, and the heroic, introspective, morally disconcerting Henry V.

Prerequisite: HIST 360

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**HIST 365 The French Revolution**

3 cr

The French Revolution was a defining moment in modern history, setting important precedents for political violence, radical democracy, totalitarianism, and the restructuring of social hierarchy. This course examines the Revolution as a case-study in competing explanations of historical change, including the collapse of the Ancien Régime, the Reign of Terror, the counter-revolution in the Vendée, and the rise of Napoleon. Why did the French Revolution play out differently from the American? Students consider responses by contemporary critics such as Burke and de Maistre, as well as the reception of the Revolution by competing schools of modern historiography: as inevitability, as symbol, as tragedy, and as cautionary tale.

Prerequisite: HIST 210 or INF 2121

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**HIST 370 Historiography and the Philosophy of History**

3 cr

This course examines classical, medieval, modern, and postmodern conceptions of history. How did a sense of history emerge in the West, and how did it change over time? How does a civilization's sense of history shape its social and political outlook? How did history become an object of scientific study? Can history provide us with knowledge of man and his destiny, or has historicism left us nihilistic and rudderless? Students read classic authors representative of turning points in Western historical thinking, ranging from classical historians such as Polybius, Sallust, and Tacitus to more modern figures such as Condorcet, Hegel, von Ranke, Marx, and Nietzsche.

Prerequisite: HIST 115 or ALT 1010

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**HIST 375 The Changing Structure of Civilization**

3 cr

This course examines nineteenth- and twentieth-century theories of civilization that reject the modernization thesis: the view that history advances through a rational process of development culminating in secular, liberal, post-ethnonational societies. The thinkers studied here instead understand civilizations as historically particular forms shaped by ethnos, religion, tradition, class and elite formation, and cultural "style." Some are profoundly pessimistic, diagnosing inevitable cycles of rise and decline; others seek the renewal of the West through the establishing of "alternative" modernities. By situating these thinkers within a continuous tradition of Counter-Enlightenment thought, the course asks whether modernity represents progress or exhaustion and whether Enlightenment universalism marks the culmination of European civilization or its dissolution. Students learn to historicize twentieth-century radical and revolutionary movements, reconstruct the civilizational diagnoses from which they emerged, and explain their appeal to contemporaries.

Prerequisite: HIST 210 or INF 2121

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**HIST 379 Special Topic in History**

1.5 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**HIST 380 Postmodernism and Postcolonialism**

3 cr

Is history meaningful? Does it have a direction or a purpose? This course introduces the concept of postmodernism and explores its intellectual origins and influence, within the larger context of the collapse of Communism at the end of the twentieth century and the current crisis of liberalism. By way of comparison, this course also introduces the intellectual and cultural history of European colonialism, decolonization, and postcolonialism. What is the intellectual and political legacy of European imperialism?

Prerequisite: HIST 111 or INF 2300

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**HIST 381 Independent Study in History**

1.5 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 385 Special Topic in History**

3 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**HIST 386 Independent Study in History**

3 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 390 Special Topic in History**

4.5 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**HIST 391 Independent Study in History**

4.5 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 410 History of Western Art**

3 cr

This seminar offers intensive study of a range of Western art selected by the instructor, understood in its historical context. Topics and texts vary by offering.

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**HIST 415 History of Western Music**

3 cr

This seminar offers intensive study of a range of Western music selected by the instructor, understood in its historical context. Topics and texts vary by offering.

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**HIST 420 Great Classical Historians**

3 cr

This seminar offers intensive study of a single major classical historian, set of classical historians, or school of classical historiography selected by the instructor. Topics and texts vary by offering.

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**HIST 425 Great Modern Historians**

3 cr

This seminar offers intensive study of a single major modern historian, set of modern historians, or school of modern historiography selected by the instructor. Topics and texts vary by offering.

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**HIST 430 Great Artists and Architects**

3 cr

This seminar offers intensive study of a single major artist or architect, set of artists or architects, or school of art or architecture selected by the instructor. Topics and texts vary by offering.

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**HIST 435 Great Events of History**

3 cr

This seminar offers intensive study of a single major event or series of events selected by the instructor. Topics and texts vary by offering.

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**HIST 480 Special Topic in History**

1.5 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**HIST 481 Independent Study in History**

1.5 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 485 Special Topic in History**

3 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**HIST 486 Independent Study in History**

3 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 491 Independent Study in History**

4.5 cr

This course provides for individualized study of a historical topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**HIST 490 Special Topic in History**

4.5 cr

This course offers intensive study of a single historical topic or text selected by the instructor. Content varies by offering.

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**JOUR**

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**JOUR 280 Special Topic in Journalism**

1.5 cr

Special topic

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**JOUR 281 Independent Study in Journalism**

1.5 cr

Independent study

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**JOUR 285 Special Topic in Journalism**

3 cr

Special topic

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**JOUR 286 Independent Study in Journalism**

3 cr

Independent study

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|                   |                                        |        |
|-------------------|----------------------------------------|--------|
| <b>JOUR 290</b>   | <b>Special Topic in Journalism</b>     | 4.5 cr |
| Special topic     |                                        |        |
| <b>JOUR 291</b>   | <b>Independent Study in Journalism</b> | 4.5 cr |
| Independent study |                                        |        |
| <b>JOUR 380</b>   | <b>Special Topic in Journalism</b>     | 1.5 cr |
| Special topic     |                                        |        |
| <b>JOUR 381</b>   | <b>Independent Study in Journalism</b> | 1.5 cr |
| Independent study |                                        |        |
| <b>JOUR 385</b>   | <b>Special Topic in Journalism</b>     | 3 cr   |
| Special topic     |                                        |        |
| <b>JOUR 386</b>   | <b>Independent Study in Journalism</b> | 3 cr   |
| Independent study |                                        |        |
| <b>JOUR 390</b>   | <b>Special Topic in Journalism</b>     | 4.5 cr |
| Special topic     |                                        |        |
| <b>JOUR 391</b>   | <b>Independent Study in Journalism</b> | 4.5 cr |
| Independent study |                                        |        |
| <b>JOUR 480</b>   | <b>Special Topic in Journalism</b>     | 1.5 cr |
| Special topic     |                                        |        |
| <b>JOUR 481</b>   | <b>Independent Study in Journalism</b> | 1.5 cr |
| Independent study |                                        |        |
| <b>JOUR 485</b>   | <b>Special Topic in Journalism</b>     | 3 cr   |
| Special topic     |                                        |        |



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**JOUR 486 Independent Study in Journalism**

3 cr

Independent study

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**JOUR 490 Special Topic in Journalism**

4.5 cr

Special topic

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**JOUR 491 Independent Study in Journalism**

4.5 cr

Independent study

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**LANG**

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**LANG 310 Ancient Greek I**

3 cr

This course initiates students into a knowledge of ancient Greek, focusing on the grammar, syntax, and vocabulary of standard Classical Attic Greek. Students also come into contact with Homeric, Ionic, Hellenistic, and Koine Greek, and emerge with a basic understanding of and reading facility in Classical Greek sufficient to approach basic reading and further study. This course is the first part of a year-long introductory curriculum.

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**LANG 311 Ancient Greek II**

3 cr

This course continues the introduction to the basics of ancient Greek. This course is the second part of a year-long introductory curriculum.

Prerequisite: LANG 310

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**LANG 312 Ancient Greek III**

3 cr

This course concludes the introduction to the basics of ancient Greek. This course is the third and final part of a year-long introductory curriculum.

Prerequisite: LANG 311

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**LANG 319 Directed Readings in Ancient Greek**

3 cr

This course builds upon skills learned in Ancient Greek I, II, and III and immerses students in ancient Greek literature, whether prose or poetry. This course assumes a basic command of Greek grammar and syntax and a vocabulary sufficient to sustain continued linguistic development.

Prerequisite: LANG 312

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**LANG 320 Latin I**

3 cr

This course initiates students into a knowledge of ancient Latin, focusing on the grammar, syntax, and vocabulary of standard Classical Latin. Students also come into limited contact with Ecclesiastical and Medieval Latin, and emerge with a basic understanding of and reading facility in Classical Latin sufficient to approach basic reading and further study. This course is the first part of a year-long introductory curriculum.

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**LANG 321 Latin II**

3 cr

This course continues the introduction to the basics of ancient Latin. This course is the second part of a year-long introductory curriculum.

Prerequisite: LANG 320

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**LANG 322 Latin III**

3 cr

This course concludes the introduction to the basics of ancient Latin. This course is the third and final part of a year-long introductory curriculum.

Prerequisite: LANG 321

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**LANG 329 Directed Readings in Latin**

3 cr

This course builds upon skills learned in Latin I, II, and III and immerses students in ancient Latin literature, whether prose or poetry. This course assumes a basic command of Latin grammar and syntax and a vocabulary sufficient to sustain continued linguistic development.

Prerequisite: LANG 322

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**LANG 330 German I**

3 cr

This course initiates students into a knowledge of German, focusing on the grammar, syntax, and vocabulary. Students emerge with a basic understanding of and reading facility in German sufficient to approach basic reading and further study. This course is the first part of a year-long introductory curriculum.

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**LANG 331 German II**

3 cr

This course continues the introduction to the basics of the German language. This course is the second part of a year-long introductory curriculum.

Prerequisite: LANG 330

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**LANG 332 German III**

3 cr

This course concludes the introduction to the basics of the German language. This course is the third and final part of a year-long introductory curriculum.

Prerequisite: LANG 331

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**LANG 339 Directed Readings in German**

3 cr

This course builds upon skills learned in German I, II, and III and immerses students in German literature, whether prose or poetry. This course assumes a basic command of German grammar and syntax and a vocabulary sufficient to sustain continued linguistic development.

Prerequisite: LANG 332

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**LAWS**

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**LAWS 280 Special Topic in Law**

1.5 cr

Special topic

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**LAWS 281 Independent Study in Law**

1.5 cr

Independent study

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**LAWS 285 Special Topic in Law**

3 cr

Special topic

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**LAWS 286 Independent Study in Law**

3 cr

Independent study

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**LAWS 290 Special Topic in Law**

4.5 cr

Special topic

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**LAWS 291 Independent Study in Law**

4.5 cr

Independent study

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**LAWS 380 Special Topic in Law**

1.5 cr

Special topic

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|------------------------------------------|--------|
| <b>LAWS 381 Independent Study in Law</b> | 1.5 cr |
| Independent study                        |        |
| <b>LAWS 385 Special Topic in Law</b>     | 3 cr   |
| Special topic                            |        |
| <b>LAWS 386 Independent Study in Law</b> | 3 cr   |
| Independent study                        |        |
| <b>LAWS 390 Special Topic in Law</b>     | 4.5 cr |
| Special topic                            |        |
| <b>LAWS 391 Independent Study in Law</b> | 4.5 cr |
| Independent study                        |        |
| <b>LAWS 480 Special Topic in Law</b>     | 1.5 cr |
| Special topic                            |        |
| <b>LAWS 481 Independent Study in Law</b> | 1.5 cr |
| Independent study                        |        |
| <b>LAWS 485 Special Topic in Law</b>     | 3 cr   |
| Special topic                            |        |
| <b>LAWS 486 Independent Study in Law</b> | 3 cr   |
| Independent study                        |        |
| <b>LAWS 490 Special Topic in Law</b>     | 4.5 cr |
| Special topic                            |        |
| <b>LAWS 491 Independent Study in Law</b> | 4.5 cr |
| Independent study                        |        |

**LITR 102 Epic and Tragedy**

3 cr

This course covers three foundational texts of Greek literature: Homer's *Odyssey*, Aeschylus' *Oresteia*, and Euripides' *Bacchae*. Through close reading, class discussion, and some consideration of historical context, students learn to recognize and understand the significance of characters such as Odysseus, Clytemnestra, and Dionysus as they appear and re-appear over a range of times and places. Students become conversant in many narrative and artistic reference points of Greek mythology and consider how each text presents the relationships between individual, community, and cosmos.

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**LITR 103 The Bible**

3 cr

This course orients students to the history, literature, interpretation, and reception of the Bible, including the Hebrew Scriptures and the New Testament. Students will encounter the wide range of literary genres within the Bible, come to appreciate the historical- and text-critical issues connected to the scriptural writings, and gain an understanding of how biblical texts have shaped distinct cultures and world history. Beginning with the legal, prophetic, historical, and poetic texts of the Hebrew Bible and ending with the Gospels, Acts, epistles, and apocalypse of the New Testament, this class prepares students to navigate a world and apprehend a culture that have been fundamentally shaped by the Jewish and Christian Bibles and within which those Bibles remain salient touchpoints for understanding how many people think and act.

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**LITR 210 Medieval Literature**

3 cr

This course introduces students to acclaimed and influential works of literature written in the Middle Ages. Students encounter genres such as epic, romance, lyric, allegory, and dream vision while exploring the worlds of chivalry, courtly love, pilgrimage, and Christian devotion. Authors may include Chaucer, Marie de France, the Pearl Poet, Dante, and Malory, as well as selections from Old English and Norse literature.

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**LITR 215 Shakespeare**

3 cr

Students read and discuss Shakespeare's most important tragedies and romances, including *Macbeth*, *Othello*, and *King Lear*, as well as *Cymbeline*, *The Winter's Tale*, and *The Tempest*. Through close reading and discussion, students consider Shakespeare's treatment of ambition, justice, repentance, forgiveness, political authority, family, and redemption. Attention is also given to Shakespeare's language and lasting influence on English literature.

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**LITR 220 Milton**

3 cr

Students read and discuss Milton's *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. Alongside these major works, students read Milton's shorter poetry and prose while considering his historical context, political thought, theology, classical learning, and extraordinary influence on later literature. The course emphasizes close reading of Milton's language as well as the enduring questions his poetry raises about freedom, authority, and the justice of God.

Prerequisite: HIST 130 or INF 2121

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**LITR 225 Eighteenth-Cent ury Literature**

3 cr

This course introduces students to acclaimed and influential works of literature written in the Long Eighteenth Century, from the Restoration through the Regency era, including the rise of Romanticism. Students explore the emergence of satire, the novel, lyric poetry, and literary criticism alongside debates about reason, sentiment, imagination, and political liberty. Authors may include Dryden, Swift, Pope, Johnson, Burney, Blake, Wordsworth, Coleridge, Austen, and Keats, among others.

Prerequisite: HIST 210 or INF 2121

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**LITR 230 Literary Criticism**

3 cr

What is the skill of reading well? How should we read a poem, a novel, or a play? This course introduces students to major works of literary criticism from the twentieth century. Students read influential critics and schools of criticism while developing practical skills in literary interpretation, analysis, and argument. Emphasis is placed on applying competing critical methods to literary texts and evaluating the strengths and limitations of different approaches to interpretation.

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**LITR 280 Special Topic in Literature**

1.5 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 281 Independent Study in Literature**

1.5 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**LITR 285 Special Topic in Literature**

3 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 286 Independent Study in Literature**

3 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**LITR 290 Special Topic in Literature**

4.5 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 291 Independent Study in Literature**

4.5 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**LITR 310 The Trojan War**

3 cr

Why has the Trojan War captivated readers for nearly three thousand years? This course explores the myths, heroes, and moral dilemmas associated with this legendary conflict, beginning with Homer's Iliad and continuing into related classical Greek tragedies: Sophocles' Ajax and Philoctetes and Euripides' Hecuba, Trojan Women, and Iphigenia at Aulis. What is the human cost of ambition? Students explore the nature of heroism, leadership, justice, war, grief, anger, and revenge, as well as the relation between the divine and the human.

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**LITR 315 Hesiod and Ovid**

3 cr

Why did the Greeks and Romans tell stories about gods, monsters, and heroes? Through readings from Hesiod's Theogony and Ovid's Metamorphoses, as well as representative responses from the medieval or early modern period, students explore the creation of the cosmos, the Olympian gods, heroic legend, and the myths that Western authors long assumed every educated reader knew. Along the way, students discover how these stories informed ancient society and continue to inspire literature, art, and philosophy. Students may also read the Homeric Hymns.

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**LITR 320 Comedy**

3 cr

What is comedy? How does it work? How has it changed over time? This course traces the history of comedy from antiquity to the present day. Students read plays by authors such as Aristophanes, Plautus, Molière, Gay, Wilde, and Stoppard, as well as selections from secondary sources such as Hutcheson, *Thoughts on Laughter*, and Freud, *Jokes and Their Relation to the Unconscious*. Students may also read short stories and watch films.

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**LITR 325 Tragedy**

3 cr

What is tragedy? How does it work? How has it changed over time? This course traces the history of tragedy from antiquity to the present day. Students read plays such as Sophocles, *Oedipus at Colonus*; Miller, *Death of a Salesman*; Beckett, *Waiting for Godot*; and Soyinka, *Death and the King's Horseman*, as well as selections from secondary sources such as Steiner, *The Death of Tragedy*, and Nuttall, *Why Does Tragedy Give Pleasure?* Students may also read short stories and watch films.

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**LITR 330 Lyric Poetry**

3 cr

What is the lyric? How does it work? How has it changed over time? This course traces the history of lyric poetry from antiquity to the present day. Students read lyric poems by authors such as Sappho, Horace, Petrarch, John Donne, William Wordsworth, and T. S. Eliot, as well as selections from notable critics such as Helen Vendler, Jonathan Culler, and others. Students may also listen to music.

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**LITR 335 Classical Aesthetics**

3 cr

What is beauty? Why do works of art move us? What makes literature great? This course traces the origins of aesthetic and literary criticism in classical antiquity through foundational texts including Plato, *Ion*; Aristotle, *Poetics*; Longinus, *On the Sublime*; and Horace, *Ars Poetica*. Students explore ancient theories of beauty, imitation, rhetoric, and the sublime as well as their reception from the Renaissance through the Neoclassical aesthetics of the eighteenth century. Early modern sources may include Sidney's *Apology for Poetry*, Corneille's *Three Discourses*, and Winckelmann's "Thoughts on the Imitation of the Greek Works," among others.

Prerequisite: PHIL 120 or INF 1110

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**LITR 340 Dante, Divine Comedy I**

3 cr

Students read and discuss Dante's *Inferno* and the first half of his *Purgatorio*. Students explore Dante's historical context, poetic imagination, theological vision, political thought, and extraordinary synthesis of classical and Christian traditions. Students also consider the lasting influence of *The Divine Comedy* on literature, philosophy, and the arts.

Prerequisite: HIST 130 or ALT 1020

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**LITR 341 Dante, Divine Comedy II**

3 cr

Students read and discuss the second half of Dante's *Purgatorio* and his *Paradiso*, completing their study of his *Divine Comedy*. Students explore Dante's historical context, poetic imagination, theological vision, political thought, and extraordinary synthesis of classical and Christian traditions. Students also consider the lasting influence of *The Divine Comedy* on literature, philosophy, and the arts.

Prerequisite: LITR 340

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**LITR 345 Shakespeare: Roman Plays**

3 cr

Students read and discuss Shakespeare's works about ancient Rome, including *Titus Andronicus*, *Julius Caesar*, *Coriolanus*, *Antony and Cleopatra*, and his epyllion, *The Rape of Lucrece*, as well as selections from his source material, typically drawn from Plutarch's *Lives*. The course explores Shakespeare's engagement with Roman history, republicanism, imperial power, civic virtue, and political ambition, as well as his reception of Roman authors such as Livy, Virgil, Ovid, and Plutarch.

Prerequisite: HIST 115 or ALT 1010

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**LITR 350 Shakespeare: Comedies and Problem Plays**

3 cr

Students read and discuss Shakespeare's most important comedies and problem plays, including *A Midsummer Night's Dream*, *The Merchant of Venice*, *Much Ado about Nothing*, *As You Like It*, *Twelfth Night*, and *Measure for Measure*. Students examine Shakespeare's treatment of love, marriage, identity, justice, and social order while exploring the comic imagination in all its variety. Students also consider the distinctive challenges posed by the so-called "problem plays" and Shakespeare's remarkable experimentation with dramatic form.

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**LITR 355 Early Modern Literature**

3 cr

Why and how did literature flourish in Renaissance Europe? This course introduces students to acclaimed and influential works of literature written in the sixteenth and seventeenth centuries. Students read major works of poetry, drama, and prose while examining the rise of the theater and the influence of early modern skepticism, religious conflict, and political revolution. Authors may include Sidney, Spenser, Shakespeare, Donne, Herbert, and Marvell, among others.

Prerequisite: HIST 130 or INF 2121

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**LITR 360 Victorian Literature**

3 cr

This course introduces students to acclaimed and influential works of literature written in the nineteenth century. Students examine how novelists, poets, and essayists responded to industrialization, empire, religious doubt, scientific discovery, and rapid social change. Authors may include Dickens, the Brontës, Tennyson, Browning, Arnold, Hopkins, Wilde, and Hardy, among others.

Prerequisite: PHIL 130 or INF 2121

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**LITR 365 Modern Literature**

3 cr

What does it mean to be modern? This course introduces students to acclaimed and influential works of literature written in the twentieth century. Students explore the literary innovations of modernism and its aftermath while considering themes such as war, memory, identity, alienation, and the search for meaning in the modern world. Authors may include Yeats, Eliot, Woolf, Joyce, Faulkner, and Beckett, among others.

Prerequisite: PHIL 130 or INF 2121

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**LITR 380 Special Topic in Literature**

1.5 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 381 Independent Study in Literature**

1.5 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**LITR 385 Special Topic in Literature**

3 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 386 Independent Study in Literature**

3 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**LITR 390 Special Topic in Literature**

4.5 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 391 Independent Study in Literature**

4.5 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**LITR 410 Great Poets**

3 cr

This seminar offers intensive study of a single major poet, set of poets, or school of poetry selected by the instructor. Topics and texts vary by offering.

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**LITR 415 The Novel**

3 cr

This seminar offers intensive study of a single major novelist, set of novelists, or movement in the history of the novel selected by the instructor. Topics and texts vary by offering.

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**LITR 420 The Narrative Poem**

3 cr

This seminar offers intensive study of a major narrative poet, set of narrative poets, or tradition or period within the history of narrative poetry selected by the instructor. Topics and texts vary by offering.

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**LITR 425 The Essay**

3 cr

This seminar offers intensive study of major works of literary nonfiction selected by the instructor, including but not limited to essays, memoirs, letters, journals, autobiographies, and other forms of reflective prose by a single author, a group of related authors, or within a particular historical context. Topics and texts vary by offering.

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**LITR 430 The Theory Wars**

3 cr

This course introduces students to twentieth-century controversies about methods of interpretation in the humanities. How should we interpret a cultural artifact such as painting or a poem? Students consider the relative merits of formalism, historicism, and psychoanalysis, as well as arguments for and against “critique” in light of movements such as New Criticism, Deconstruction, and New Historicism.

Prerequisite: LITR 230

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**LITR 480 Special Topic in Literature**

1.5 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 481 Independent Study in Literature**

1.5 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**LITR 485 Special Topic in Literature**

3 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 486 Independent Study in Literature**

3 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**LITR 490 Special Topic in Literature**

4.5 cr

This course offers intensive study of a single literary topic or text selected by the instructor. Content varies by offering.

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**LITR 491 Independent Study in Literature**

4.5 cr

This course provides for individualized study of a literary area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**MATH**

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**MATH 101 Single-Variable Calculus**

3 cr

Intuitive/practical overview of differential and integral calculus, with applications relevant to science and engineering. This course fulfills the calculus requirement for Sciences concentrations, as normally expected of incoming freshmen, and is open to students seeking a Sciences concentration who need a freshman course to meet that expectation.

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**MATH 200 Mathematical Reasoning & Proof**

3 cr

Propositional and predicate logic; sets, functions, and relations; proof by induction, contradiction, and construction; cardinality and the infinite; first algebraic structures.

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**MATH 210 Linear Algebra**

3 cr

Intuitive/practical overview of linear algebra, using matrices and finite-dimensional linear transforms. Vector and matrix basics, decomposition of matrices by Gauss-Jordan elimination, four subspaces, projections, eigenvalues/vectors, PSD matrices, SVD. Applications in science and engineering.

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**MATH 220 Probability**

3 cr

Practical survey of basic probability for Sciences. Continuous and discrete random variables, combinatorics and counting, info entropy, Bayes theorem.

Prerequisite: MATH 101

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**MATH 230 Applied Data Science I**

1.5 cr

Intuitive/practical survey of statistical and data science concepts relevant to all Sciences areas.

Prerequisite: MATH 220

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**MATH 231 Applied Data Science II**

1.5 cr

Continued survey of statistical and data science concepts.

Prerequisite: MATH 230

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**MATH 240 Applied Mathematical Methods**

3 cr

Intuitive/practical survey of multivariate calculus, complex numbers, and other concepts needed by physics, engineering, and CS/AI.

Prerequisite: MATH 101

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**MATH 250 Differential Equations**

3 cr

Introduction to differential equations as dynamic system models across science and engineering. Topics include analytical, numerical, and computational methods, with an emphasis on intuitive system behaviors, critical validation of algorithmic outputs, and clear communication to both technical and non-technical audiences.

Prerequisite: MATH 101

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**MATH 260 Discrete Mathematics**

3 cr

Introduction to discrete mathematics. Topics include combinatorics and counting; graph theory; recurrences and induction; algorithmic thinking and complexity; and logic and Boolean structures.

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**MATH 280 Special Topic in Mathematics**

1.5 cr

Special topic

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**MATH 281 Independent Study in Mathematics**

1.5 cr

Independent study

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**MATH 285 Special Topic in Mathematics**

3 cr

Special topic

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**MATH 286 Independent Study in Mathematics**

3 cr

Independent study

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**MATH 290 Special Topic in Mathematics**

4.5 cr

Special topic

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**MATH 291 Independent Study in Mathematics**

4.5 cr

Independent study

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**MATH 310 Real Analysis**

3 cr

Topics include the real number system and topology; limits, sequences, and series; continuity and differentiation; the Riemann integral; sequences and series of functions.

Prerequisite: MATH 200, MATH 240

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**MATH 311 Complex Analysis**

3 cr

Topics include topology of the complex plane, analytic and harmonic functions, elementary complex functions, complex integration, Cauchy's Integral Theorem and Formula, residue calculus, conformal mapping, and physical applications.

Prerequisite: MATH 200, MATH 240

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**MATH 320 Intermediate Linear Algebra**

3 cr

A deeper study of topics from MATH 210. Topics include vectors and vector spaces; matrices as linear maps; eigenvalues, eigenvectors, and singular value decomposition; orthogonality, inner products, and least squares; with applications in data, graphics, and networks.

Prerequisite: MATH 210

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**MATH 321 Abstract Algebra**

3 cr

Topics include groups and symmetry; rings and ideals; fields and field extensions; vector spaces and modules; an introduction to Galois theory.

Prerequisite: MATH 200

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**MATH 325 Number Theory**

3 cr

Topics include divisibility and prime numbers; congruences and modular arithmetic; arithmetic functions; quadratic reciprocity; and Diophantine equations.

Prerequisite: MATH 200

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**MATH 330 Numerical Methods & Scientific Computing**

3 cr

Topics include error and stability analysis; numerical linear algebra; interpolation and quadrature; numerical solutions to ODEs and PDEs; and iterative methods.

Prerequisite: MATH 101, MATH 210

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**MATH 335 Optimization**

3 cr

Topics include linear programming and duality; convex sets and functions; gradient and Newton methods; constrained optimization and KKT conditions; with applications in learning and decision-making.

Prerequisite: MATH 101, MATH 210

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**MATH 340 Partial Differential Equations**

3 cr

Topics include first-order equations and characteristics; the heat, wave, and Laplace equations; separation of variables and Fourier series; transforms and Green's functions; and numerical solutions.

Prerequisite: MATH 250

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**MATH 360 Intermediate Probability**

3 cr

A deeper study of topics from MATH 220. Topics include probability spaces and combinatorics; random variables and distributions; expectation and moments; limit theorems; and Markov chains.

Prerequisite: MATH 220, MATH 240

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**MATH 361 Mathematical Statistics & Inference**

3 cr

Topics include estimation and likelihood; hypothesis testing; confidence intervals; decision theory; and asymptotics.

Prerequisite: MATH 220, MATH 231

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**MATH 365 Regression & Linear Models**

3 cr

Topics include simple and multiple regression; the linear model and least squares; generalized linear models; model selection and diagnostics; and an introduction to causal inference.

Prerequisite: MATH 231

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**MATH 380 Special Topic in Mathematics**

1.5 cr

Special topic

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**MATH 381 Independent Study in Mathematics**

1.5 cr

Independent study

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**MATH 385 Special Topic in Mathematics**

3 cr

Special topic

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**MATH 386 Independent Study in Mathematics**

3 cr

Independent study

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**MATH 390 Special Topic in Mathematics**

4.5 cr

Special topic

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**MATH 391 Independent Study in Mathematics**

4.5 cr

Independent study

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**MATH 415 Topology**

3 cr

Topics include metric and topological spaces; continuity and homeomorphism; compactness and connectedness; the fundamental group; and surfaces and their classification.

Prerequisite: MATH 200

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**MATH 420 Differential Geometry**

3 cr

Topics include curves and surfaces; curvature; manifolds and tangent spaces; differential forms; and the Gauss–Bonnet theorem.

Prerequisite: MATH 200, MATH 240

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**MATH 430 Fourier Analysis & Signal Processing**

3 cr

Topics include Fourier series and transforms; sampling and the discrete Fourier transform; convolution and filtering; wavelets; with applications in data and imaging.

Prerequisite: MATH 101, MATH 210

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**MATH 435 Dynamical Systems & Chaos**

3 cr

Topics include flows and maps; stability and linearization; bifurcations; chaos and strange attractors; with applications to natural and social systems.

Prerequisite: MATH 250

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**MATH 440 Mathematics of Machine Learning**

3 cr

Topics include high-dimensional linear algebra; optimization and gradient descent; kernels and feature spaces; neural networks and approximation; and generalization theory.

Prerequisite: MATH 210, MATH 240

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**MATH 460 Bayesian Statistics**

3 cr

Topics include Bayes' theorem and priors; conjugate and hierarchical models; MCMC and computation; model checking; and Bayesian decision-making.

Prerequisite: MATH 231

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**MATH 465 Stochastic Processes & Time Series**

3 cr

Topics include Markov processes; Poisson processes; random walks and martingales; Brownian motion; and time-series analysis and forecasting.

Prerequisite: MATH 220

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**MATH 470 Statistical Learning**

3 cr

Topics include regression and classification; regularization; trees and ensembles; unsupervised learning; and cross-validation and generalization.

Prerequisite: MATH 210

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**MATH 480 Special Topic in Mathematics**

1.5 cr

Special topic

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| <b>MATH 481</b> | <b>Independent Study in Mathematics</b> | 1.5 cr |
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Independent study

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| <b>MATH 485</b> | <b>Special Topic in Mathematics</b> | 3 cr |
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Special topic

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| <b>MATH 486</b> | <b>Independent Study in Mathematics</b> | 3 cr |
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Independent study

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| <b>MATH 490</b> | <b>Special Topic in Mathematics</b> | 4.5 cr |
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Special topic

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| <b>MATH 491</b> | <b>Independent Study in Mathematics</b> | 4.5 cr |
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Independent study

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## PHIL

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| <b>PHIL 120</b> | <b>Plato and Aristotle</b> | 3 cr |
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This course allows students to begin to explore Plato's thought in more depth and introduces them to the moral and political philosophy of his most important student, Aristotle. How can we know what is true? Does virtue lead to happiness? What is the relation between ethics and politics? Students begin by reading Plato's best-known and most influential dialogue, the Republic, then turn to selections from Aristotle's Nicomachean Ethics and Politics. What is the greatest good? Students consider how Aristotle responds to Plato, with particular attention to points of departure. Is virtue a form of knowledge? Why do people sometimes lack self-control? What does each philosopher consider the best kind of political regime?

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**PHIL 130 The Scientific Revolution**

3 cr

This course introduces students to the philosophical innovations that we now describe as the Scientific Revolution. What do we mean when we talk about “the scientific method”? And what is its proper scope? Students learn how nominalism, mechanism, Baconian empiricism, and Cartesian rationalism emerged in the seventeenth century as challengers to Judaism, Christianity, and the influence of Aristotle, responding to the pressure introduced by the Reformation, the European wars of religion, and the Renaissance revival of Hellenistic skepticism. Do immaterial entities such as God, souls, essences, or Plato’s Forms exist? Does anything have an intrinsic purpose? Students register early successes of the scientific method such as Galileo’s discoveries, the Royal Society, Newtonian physics, and the Industrial Revolution and grapple with important arguments against its over-extension such as Swift’s *Gulliver’s Travels* and Hayek’s *Counter-Revolution*.

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**PHIL 210 Hellenistic and Roman Philosophy**

3 cr

How should we live? What is happiness? Can reason overcome suffering? This course explores the great philosophical schools that inherited and transformed the legacies of Plato and Aristotle in the Hellenistic and Roman worlds. Through close readings of Epicurean, Stoic, Skeptical, Cynic, and Neoplatonic authors, students examine competing answers to questions about knowledge, emotion, freedom, and virtue. Readings include selections from Hellenistic and Roman thinkers such as Epicurus, Lucretius, Cicero, Seneca, Epictetus, Marcus Aurelius, Sextus Empiricus, and Plotinus.

Prerequisite: PHIL 120 or INF 1110

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**PHIL 215 Medieval Philosophy**

3 cr

This course surveys the philosophical traditions of the Middle Ages across Jewish, Christian, and Islamic thought. Topics include the reception of Aristotle, the relationship between faith and reason, the existence and nature of God, and the problem of universals and may extend to others such as free will, providence, and natural law. Students engage closely with primary texts from major figures such as Augustine, Boethius, Anselm, Averroes, Maimonides, Aquinas, Duns Scotus, and PHIL 120 or INF 1110 Ockham.

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**PHIL 220 Early Modern Philosophy**

3 cr

This course surveys the philosophical traditions of seventeenth- and eighteenth-century Europe, organized around the contrast between continental rationalism and British empiricism. Topics include the nature and scope of knowledge, the relationship between mind and body, and substance and causation, and may extend to others such as the foundations of science and morality. Students engage closely with primary texts from major figures including Descartes, Spinoza, and Leibniz as representative rationalists and Locke, Berkeley, and Hume as representative empiricists.

Prerequisite: PHIL 130 or INF 1110

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**PHIL 225 German Idealism**

3 cr

This course examines the philosophical movement that emerged in Germany in the wake of Kant's critical philosophy. Topics include the nature and limits of knowledge, the relationship between freedom and necessity, and the structure of self-consciousness and may extend to other subjects such as the development of systematic accounts of nature, history, and spirit. Students engage closely with selections from primary texts by Kant, Fichte, Hegel, and Schelling.

Prerequisite: PHIL 220 or ALT 4510B

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**PHIL 230 Twentieth- Century Philosophy**

3 cr

This course offers students an introductory survey of the two major traditions that shaped twentieth-century philosophy: the continental and the analytic. On the continental side, the course begins with phenomenology and proceeds through significant movements such as existentialism, deconstruction, and post-structuralism, including readings from figures such as Husserl, Heidegger, Sartre, Merleau-Ponty, Levinas, Derrida, Deleuze, and Foucault. On the analytic side, it proceeds from foundational figures such as Frege, Russell, Moore, and Wittgenstein to later figures such as Quine.

Prerequisite: PHIL 225

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**PHIL 280 Special Topic in Philosophy**

1.5 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

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**PHIL 281 Independent Study in Philosophy**

1.5 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHIL 285 Special Topic in Philosophy**

3 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

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**PHIL 286 Independent Study in Philosophy**

3 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHIL 290 Special Topic in Philosophy**

4.5 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

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**PHIL 291 Independent Study in Philosophy**

4.5 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHIL 310 Plato's Dialogues I**

3 cr

What is justice? Can virtue be taught? What is the nature of knowledge? Building on students' initial encounter with Plato in the Intellectual Foundations sequence, this course explores a selection of Plato's introductory and intermediate dialogues through careful reading and discussion, including his Meno and Gorgias. Students examine the philosophical arguments, literary artistry, and historical context of these works while engaging the questions that established Plato as one of the foundational thinkers of the Western tradition.

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**PHIL 315 Plato's Dialogues II**

3 cr

How does philosophical inquiry transform the way we understand reality, knowledge, and the soul? This seminar continues the study of Plato through close engagement with some of his intermediate and advanced dialogues, including his Symposium. Students grapple with Plato's more complicated philosophical thought while considering its historical setting and its extraordinary influence on later philosophy, theology, and political thought.

Prerequisite: PHIL 310 or INF 1200

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**PHIL 320 Neoplatonism and Mysticism**

3 cr

This course traces the remarkable transformation of Platonic philosophy in late antiquity and the medieval world through the rise of Neoplatonism and its engagement with mystical and ascetic traditions. Students read major Neoplatonic philosophers such as Plotinus, Porphyry, Iamblichus, and Proclus alongside Jewish, Christian, and Islamic thinkers who adapted Platonic ideas in new ways. The course explores themes including beauty, contemplation, mystical union, prayer, and the ascent of the soul while introducing students to traditions such as Kabbalah, Hesychasm, and Sufism.

Prerequisite: HIST 110 or INF 1200

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**PHIL 325 Classical Political Philosophy**

3 cr

What is the blueprint for a just society? What are the responsibilities of a citizen? This course traces the evolution of classical political thought beyond Plato and Aristotle as it adapted to shifting empires and global transformations. What happened when Greek theory met Roman reality? How did the advent of Christianity affect normative reasoning? Students engage with a dynamic lineage that includes Cicero and Augustine, as well as other political thinkers such as Aristophanes, Xenophon, Polybius, and Plutarch.

Prerequisite: HIST 115 or ALT 1010

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**PHIL 330 Early Modern Political Philosophy**

3 cr

This course examines early modern political philosophy. Topics may include the state of nature, the grounds and limits of political authority, republicanism, natural rights, property, liberty, and sovereignty, among others. Students engage closely with primary texts from major figures such as Machiavelli, Hobbes, Locke, and Montesquieu.

Prerequisite: HIST 130 or INF 2121

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**PHIL 335 Rousseau**

3 cr

This course offers a close study of the philosophy of Jean-Jacques Rousseau, attending to both his philosophical and his literary works. Topics may include the state of nature, the origin and effects of inequality, the general will, the foundations of legitimate political authority, education and human formation, and the relationship between civilization and authenticity, among others. Students engage closely with major texts from across Rousseau's oeuvre.

Prerequisite: HIST 210 or INF 2121

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**PHIL 340 Existentialism**

3 cr

This course surveys the existentialist tradition, beginning with its nineteenth-century precursors and proceeding through its twentieth-century development. Topics may include anxiety and despair, freedom and responsibility, authenticity, the absurd, meaning, and existence, among others. Students engage closely with primary texts from major figures such as Dostoevsky, Kierkegaard, Heidegger, Sartre, and Camus.

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**PHIL 345 Nietzsche**

3 cr

This course offers a close study of the philosophy of Friedrich Nietzsche. Topics include the critique of morality, the will to power, the death of God, nihilism, the eternal recurrence, and the Übermensch. Students engage closely with major texts from Nietzsche's oeuvre, including *On the Genealogy of Morals* and *Beyond Good and Evil*.

Prerequisite: PHIL 120 or INF 1200

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**PHIL 350 Modern Aesthetics**

3 cr

This course surveys the philosophical study of art and beauty from the eighteenth century to the present. Topics include the nature of beauty and aesthetic judgment, the sublime, the value of art, and more. Readings include selections from Burke's *Philosophical Enquiry*, Kant's *Critique of Judgment*, Hegel's *Lectures on Aesthetics*, and Nietzsche's *Birth of Tragedy*.

Prerequisite: PHIL 225 or ALT 4510B

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**PHIL 355 Heidegger**

3 cr

This course offers a close study of the philosophy of Martin Heidegger. Topics may include the question of being, Dasein, existence, temporality, technology, language, and the history of metaphysics, among others. Students engage closely with major texts from across Heidegger's oeuvre, including his 1927 magnum opus, *Being and Time*, as well as selections from his later work.

Prerequisite: PHIL 130 or ALT 4510B



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**PHIL 360 Phenomenology**

3 cr

This course surveys the tradition of modern phenomenology from its origins in Husserl through later developments. Topics may include intentionality, the phenomenological method and the epoché, the structure of consciousness, embodiment, intersubjectivity, and the relationship between self and other, among others. Students engage closely with a range of primary texts from major figures such as Husserl, Heidegger, Sartre, Merleau-Ponty, and Levinas.

Prerequisite: PHIL 225 or ALT 4510B

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**PHIL 365 Philosophy of Religion**

3 cr

This course surveys central problems in the philosophy of religion. Topics may include arguments for and against the existence of God, the problem of evil, the relationship between faith and reason, religious experience, miracles, and the diversity of religious traditions, among others.

Prerequisite: LITR 103 or INF 1300

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**PHIL 370 Critical Theory**

3 cr

This course surveys the Frankfurt School and its contemporary reception in the Anglophone humanities and social sciences. Topics may include the critique of instrumental reason, ideology and false consciousness, the culture industry, and communicative rationality, among others. The course concludes with attention to later extensions and political applications of the Frankfurt School such as Critical Race Theory. Students engage closely with primary texts from major figures such as Horkheimer, Adorno, Marcuse, and Habermas.

Prerequisite: HIST 210 or INF 2121

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**PHIL 380 Special Topic in Philosophy**

1.5 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

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**PHIL 381 Independent Study in Philosophy**

1.5 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHIL 385 Special Topic in Philosophy**

3 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

---

**PHIL 386 Independent Study in Philosophy**

3 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHIL 390 Special Topic in Philosophy**

4.5 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

---

**PHIL 391 Independent Study in Philosophy**

4.5 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHIL 410 Great Philosophers**

3 cr

This seminar offers intensive study of a single major philosopher, set of philosophers, or school of thought selected by the instructor. Topics and texts vary by offering.

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**PHIL 415 Great Theologians**

3 cr

This seminar offers intensive study of a single major theologian, set of theologians, or school of theology selected by the instructor. Topics and texts vary by offering.

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**PHIL 420 Analytic Philosophy**

3 cr

This course offers an in-depth study of the analytic tradition, from its foundational figures through its major twentieth-century developments. Areas covered may include philosophy of language, philosophy of mind, and philosophy of science, among others. Students will engage closely with primary texts from major figures such as Frege, Russell, Moore, Wittgenstein, Carnap, Quine, Austin, and Putnam.

Prerequisite: PHIL 230

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**PHIL 425 Applied Ethics**

3 cr

This course examines the application of ethical theory to practical moral problems within one or more domains selected by the instructor. Topics may include bioethics, business ethics, environmental ethics, war and violence, or criminal justice, among others. Topics and texts vary by offering.

Prerequisite: PHIL 120 or INF 1110

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**PHIL 430 Uses and Abuses of Technology**

3 cr

This seminar examines the advantages and disadvantages of technology from a broadly human perspective. What is technology? How has it shaped human life? What are its intellectual presuppositions, social conditions, benefits, and dangers? Readings may be drawn from philosophy, theory, empirical non-fiction, and fiction.

Prerequisite: PHIL 130 or INF 2121

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**PHIL 435 Philosophy of Social Science**

3 cr

This course explores the philosophical foundations of the social sciences. How do reason and morality shape economic behavior? What are the limits of knowledge and prediction in complex economic systems? How do rules, values, and institutions influence economic and political life? Readings may be drawn from both philosophy and the social sciences.

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**PHIL 480 Special Topic in Philosophy**

1.5 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

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**PHIL 481 Independent Study in Philosophy**

1.5 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHIL 485 Special Topic in Philosophy**

3 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

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**PHIL 486 Independent Study in Philosophy**

3 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHIL 490 Special Topic in Philosophy**

4.5 cr

This course offers intensive study of a single philosophical or theological topic or text selected by the instructor. Content varies by offering.

---

**PHIL 491 Independent Study in Philosophy**

4.5 cr

This course provides for individualized study of a philosophical or theological area, topic, text, or figure under the supervision of a faculty member, with content and requirements to be determined in consultation between the student and instructor. Permission of instructor, Academic Concentration Lead, and Dean of Arts required.

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**PHYS**

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**PHYS 101 Physics - Mechanics**

3 cr

Calculus based Physics covering mechanics.

Prerequisite: MATH 101

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**PHYS 102 Physics - Electromagnetics**

3 cr

Calculus based Physics covering electromagnetics.

Prerequisite: PHYS 101

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**PHYS 200 Advanced Survey**

3 cr

Survey of topics which were not covered in PHYS 101 and 102, at an introductory level. Basic thermal physics, introduction to quantum mechanics, condensed matter, relativity, and astrophysics.

Prerequisite: PHYS 102

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**PHYS 201 Advanced Physics Survey**

3 cr

Survey of topics for PHYS, ENGR and possible future STEM majors, building on basics from PHYS 1 and 2.

Prerequisite: PHYS 102

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**PHYS 215 Quantum Mechanics I**

3 cr

Introduction to quantum mechanics. Wave functions and their interpretation, the Schrodinger equation, mathematical formalism, the hydrogen atom, many-particle systems, and beginning perturbation theory.

Prerequisite: PHYS 102, MATH 210, MATH 220, MATH 240

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**PHYS 220 Waves**

3 cr

Oscillations, standing and traveling waves, and wave phenomena presented at a rigorous level. Damped and forced oscillation of a single particle, coupled oscillators, continuous systems, and traveling waves.

Prerequisite: PHYS 102

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**PHYS 280 Special Topic in Physics**

1.5 cr

Special topic

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**PHYS 281 Independent Study in Physics**

1.5 cr

Independent study

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**PHYS 285 Special Topic in Physics**

3 cr

Special topic

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**PHYS 286 Independent Study in Physics** 3 cr

Independent study

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**PHYS 290 Special Topic in Physics** 4.5 cr

Special topic

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**PHYS 291 Independent Study in Physics** 4.5 cr

Independent study

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**PHYS 310 Mechanics I** 3 cr

A formal treatment of classical mechanics, including Lagrangian and Hamiltonian dynamics, the two-body problem, and orbits.

Prerequisite: PHYS 220 MATH 240

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**PHYS 315 Electricity and Magnetism I** 3 cr

A formal treatment of electrostatics, magnetostatics, and electrodynamics at an advanced undergraduate level.

Prerequisite: PHYS 220, MATH 240

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**PHYS 320 Thermodynamics and Statistical Mechanics I** 3 cr

A continuation of thermodynamics from PHYS 200 and an introduction to statistical mechanics. Kinetic theory, thermodynamic processes and potentials, entropy, statistical ensembles, and basic statistical mechanics.

Prerequisite: PHYS 200, MATH 220

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**PHYS 325 Special Relativity** 3 cr

Special relativity and an introduction to general relativity. Application to particles, electric and magnetic fields, and nuclear processes.

Prerequisite: PHYS 102, MATH 210

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**PHYS 380 Special Topic in Physics** 1.5 cr

Special topic

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**PHYS 381 Independent Study in Physics**

1.5 cr

Independent study

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**PHYS 385 Special Topic in Physics**

3 cr

Special topic

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**PHYS 386 Independent Study in Physics**

3 cr

Independent study

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**PHYS 390 Special Topic in Physics**

4.5 cr

Special topic

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**PHYS 391 Independent Study in Physics**

4.5 cr

Independent study

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**PHYS 410 Mechanics II**

3 cr

Continuation of Mechanics 1; nonlinear oscillations and chaos, noninertial reference frames, rigid body dynamics, and an introduction to fluid mechanics.

Prerequisite: PHYS 310

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**PHYS 415 Electricity and Magnetism II**

3 cr

Continuing study of electromagnetism, with a more mathematically rigorous treatment and covering more advanced topics than in PHYS 302. Scalar and vector potentials, EM fields in materials and wave guides, radiating systems, scattering, and special relativity in electromagnetism.

Prerequisite: PHYS 315

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**PHYS 425 Quantum Mechanics II**

3 cr

A more formal and advanced presentation of quantum mechanics with applications. Operator formalism, multiparticle states, perturbation approaches, and quantum statistical mechanics. Will cover the philosophically critical EPR paradox and Bell inequalities.

Prerequisite: PHYS 215

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**PHYS 430 Statistical Mechanics and Condensed Matter** 3 cr

Continuing work in statistical mechanics and introduction to condensed matter physics. Quantum statistical mechanics, crystal structure, band theory, magnetism, and semiconductors.

Prerequisite: PHYS 320

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**PHYS 435 Computational Physics** 3 cr

An introduction to numerical methods relevant to physics and other scientific applications, including solutions to differential systems, Fourier transforms, and Monte Carlo methods.

Prerequisite: PHYS 200, MATH 240

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**PHYS 480 Special Topic in Physics** 1.5 cr

Special topic

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**PHYS 481 Independent Study in Physics** 1.5 cr

Independent study

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**PHYS 485 Special Topic in Physics** 3 cr

Special topic

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**PHYS 486 Independent Study in Physics** 3 cr

Independent study

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**PHYS 490 Special Topic in Physics** 4.5 cr

Special topic

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**PHYS 491 Independent Study in Physics** 4.5 cr

Independent study

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## POLR

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### **POLR 110 Polaris Launch**

3 cr

This course provides a forum for students to workshop their Polaris projects. Students start thinking seriously about the problem, opportunity, or question they wish to pursue and work intensively on producing and pitching a polished proposal. Along the way, they build foundational skills for carrying a project forward and develop the capacity to independently identify and acquire unfamiliar knowledge and capabilities. At the conclusion of the course, they will submit a detailed project proposal for final approval.

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### **POLR 120 Startup Theory**

3 cr

Startup Theory examines influential theories, frameworks, and mental models commonly used to understand startups, entrepreneurship, and technological change. Students engage with ideas concerning invention, startups, technological change, disruption, incentives, scaling, design, computer science, and the general development of new ventures. The course emphasizes the arguments behind these frameworks, their assumptions, and their application to real companies and entrepreneurial decisions.

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### **POLR 210 Vibecoding Hardware**

3 cr

Introduces the use of artificial intelligence tools to design, program, and build functional physical systems. Students work with microcontrollers, single-board computers, sensors, motors, and other electronic components while using AI to generate code, troubleshoot problems, and accelerate prototyping. The course emphasizes learning how hardware and software interact, evaluating AI-generated work critically, and moving from an idea to a functioning device.

Prerequisite: POLR 110

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### **POLR 211 Computing in Practice**

3 cr

Provides students outside computer science with the technical knowledge necessary to understand, evaluate, and participate meaningfully in software-based work. Students examine the practical foundations of programming, computer systems, the internet, databases, APIs, cloud infrastructure, and artificial intelligence through applied exercises and projects. The course emphasizes functional technical literacy, applied problem-solving, and the ability to understand, modify, and create technological systems.

Prerequisite: POLR 110

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**POLR 212 Autodidacticism**

3 cr

Students examine and practice autodidacticism as a method of learning by pursuing several areas of serious personal interest over the course of the term. For each area, students establish learning objectives, identify and use appropriate resources and methods, document and assess their progress, and revise their approach in response to difficulty or failure. By working across multiple subjects, students compare learning strategies, evaluate their effectiveness, and develop the capacity to independently acquire new knowledge and skills.

Prerequisite: POLR 110

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**POLR 310 Polaris Build**

1.5 cr

In this independent study course, students build their projects. Repeatable for credit.

Prerequisite: POLR 110

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**POLR 311 Polaris Build**

3 cr

In this independent study course, students build their projects. Repeatable for credit.

Prerequisite: POLR 110

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**POLR 312 From Prototype to Production**

3 cr

This course examines how physical products are designed and built at different stages of development, from early prototypes through small-batch and production-scale manufacturing. Students study components such as actuators, sensors, electronics, and mechanical systems alongside fabrication processes including 3D printing, CNC machining, molding, and other manufacturing methods. The course emphasizes how materials, components, processes, and design decisions change as a product advances in scale, precision, reliability, and manufacturability.

Prerequisite: POLR 110

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**POLR 313 Polaris Skills**

3 cr

Polaris Skills is a practical, high-intensity class designed to equip students with the foundational capabilities needed to bring any idea to life. Students learn tangible skills like accounting, recruiting, coding, vibecoding, fundraising, pitching, digital design, and various forms of AI. The course develops technical fluency, project management capabilities, and the analytical judgment required to advance complex projects.

Prerequisite: POLR 110

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**POLR 490 Polaris Gateway**

3 cr

The concluding course of the Polaris curriculum. Students continue working on their Polaris Projects throughout the course and either complete their projects or transition them for continued development after UATX. At the conclusion of the course, all students deliver a final presentation. Students who have not already done so also publicly release their projects.

Prerequisite: POLR 110

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**SCIM**

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**SCIM 101 Quantitative Reasoning - Analysis**

3 cr

Topics include interpretation of graphical information, functional notation, patterns, mathematical problem formulation. Throughout the course examples will be drawn from a variety of fields including physics, biology, and economics; there will be particular emphasis on the laws of nature and analogies among them.

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**SCIM 102 Quantitative Reasoning - Data**

3 cr

Topics include quantifying uncertainty, estimation techniques and applications. Throughout the course examples will be drawn from a variety of fields including physics, biology, and economics; there will be particular emphasis on the laws of nature and analogies among them.

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**SCIM 110 Introduction to Physics**

3 cr

Rapid introduction to classical physics, including mechanics, thermal physics, and electricity and magnetism.

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**SCIM 210 Life Sciences, Ethics, and Policy**

3 cr

This course is the second part of a two-course sequence designed to explore and understand some of the most important ideas in science. This second course will build on principles from the first course and investigate key ideas in the chemical and life sciences. Emphasis will be placed on applications and interdisciplinary connections across areas of study in the course sequence.

## WRIT

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### **WRIT 120 Writing and the English Language** 3 cr

This seminar aims to increase our appreciation for the English language and to make us better writers and more perceptive readers. What can great poems, plays, speeches, letters, autobiographies, short stories, and essays teach us about the depth and range of the English language and the uses of language as such? How can good reading promote good writing—and vice-versa?

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### **WRIT 280 Special Topic in Writing** 1.5 cr

Special topic

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### **WRIT 281 Independent Study in Writing** 1.5 cr

Independent study

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### **WRIT 285 Special Topic in Writing** 3 cr

Special topic

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### **WRIT 286 Independent Study in Writing** 3 cr

Independent study

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### **WRIT 290 Special Topic in Writing** 4.5 cr

Special topic

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### **WRIT 291 Independent Study in Writing** 4.5 cr

Independent study

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### **WRIT 310 Creative Writing** 3 cr

This course introduces students to the practice of creative writing through the study and composition of poetry, fiction, and/or creative nonfiction. Students read exemplary literary works, develop their own writing, and participate in workshops focused on revision, style, and literary craft.

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### **WRIT 380 Special Topic in Writing** 1.5 cr

Special topic

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|---------------------------------------------------------------------------------------------------------|--------|
| <b>WRIT 381 Independent Study in Writing</b>                                                            | 1.5 cr |
| Independent study                                                                                       |        |
| <b>WRIT 385 Special Topic in Writing</b>                                                                | 3 cr   |
| Special topic                                                                                           |        |
| <b>WRIT 386 Independent Study in Writing</b>                                                            | 3 cr   |
| Independent study                                                                                       |        |
| <b>WRIT 390 Special Topic in Writing</b>                                                                | 4.5 cr |
| Special topic                                                                                           |        |
| <b>WRIT 391 Independent Study in Writing</b>                                                            | 4.5 cr |
| Independent study                                                                                       |        |
| <b>WRIT 410 Writing Studio</b>                                                                          | 3 cr   |
| Students undertake individual projects in creative writing under the guidance of an experienced mentor. |        |
| Prerequisite: WRIT 310                                                                                  |        |
| <b>WRIT 480 Special Topic in Writing</b>                                                                | 1.5 cr |
| Special topic                                                                                           |        |
| <b>WRIT 481 Independent Study in Writing</b>                                                            | 1.5 cr |
| Independent study                                                                                       |        |
| <b>WRIT 485 Special Topic in Writing</b>                                                                | 3 cr   |
| Special topic                                                                                           |        |
| <b>WRIT 486 Independent Study in Writing</b>                                                            | 3 cr   |
| Independent study                                                                                       |        |

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**WRIT 490 Special Topic in Writing**

4.5 cr

Special topic

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**WRIT 491 Independent Study in Writing**

4.5 cr

Independent study

## 2024–2025 & 2025–2026 Catalogs: Legacy Courses

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### ALT

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#### **ALT 1010 The Rise and Fall of Ancient Rome**

3 cr

This course is a general introduction to the cultural and intellectual history of ancient Rome from its founding to its decline, fall, and continuation as Byzantium. Why was ancient Rome able to conquer and rule most of the Mediterranean world? Why did it eventually collapse? What did ancient Romans believe? What kind of debates did they have? What is distinctive about ancient Roman culture, and how did it change over time? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural and intellectual history of ancient Rome.

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#### **ALT 1020 Crown, Cathedral, and Crusade**

3 cr

This course is a general introduction to the cultural and intellectual history of Britain and Europe from late antiquity to the end of the fifteenth century, including the interaction between Europe and the Arabic-speaking world. How did the legacy of Greek and Roman antiquity, the feudal system, Celtic paganism, Scandinavian heathenism, Christianity, and the encounter with Islam shape English and European culture from the fall of Rome up to the Renaissance and the Reformation? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural and intellectual history of medieval Britain and Europe, as well as their relation to the Near East.

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#### **ALT 1030 The Renaissance and the Reformation**

3 cr

This course is a general introduction to the cultural and intellectual history of England and Europe in the fifteenth, sixteenth, and seventeenth century, including the interaction between Europe and the Ottoman Empire, as well as some consideration of the contemporary Mughal Empire. How did the feuding city-states of early modern Italy produce unprecedented innovation in the arts? How did Greek scholars fleeing the Ottoman Empire change the course of intellectual history? Why did authors such as Erasmus and Rabelais begin to doubt the value of philosophy? What were the origins of the Reformation? And why did it lead to a century of warfare? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural and intellectual history of early modern England and Europe, as well as some exposure to contemporary developments in the Near East and South Asia.

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**ALT 1040 Reason and Revolution**

3 cr

This course is a general introduction to the cultural and intellectual history of England and France in the seventeenth and eighteenth centuries, with particular attention to the Scientific Revolution, the Enlightenment, and the French Revolution. Initially, the sectarian violence of the early modern Wars of Religion gave way to new ideals of moderation, tolerance, and religious pluralism. Over time, however, Christianity encountered a new challenge in the form of philosophical materialism and unabashed atheism. What new ways of thinking prompted the Scientific Revolution? What were the philosophers' arguments? What were the counterarguments of contemporary conservatives? What led to the French Revolution? Did this outbreak of popular violence prove a change for the better or the worse? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural and intellectual history of seventeenth- and eighteenth-century England and France.

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**ALT 1050 Romanticism and Realism**

3 cr

This course is a general introduction to the restless, rapidly developing cultural, intellectual, and political landscape of England, Europe, and Russia in the nineteenth century, including the German Counter-Enlightenment, philosophical idealism, the rise and fall of Napoleon Bonaparte, the populist Revolutions of 1848, and new experiments in literary and artistic naturalism. Why did German and English authors turn against the influence of the French Enlightenment? How did German philosophers move beyond the early modern tension between empiricism and rationalism? What is a 'superfluous man'? Did the reforms instituted by Napoleon fulfill the aims of the French Revolution? What did Tocqueville and Marx think of the so-called 'Springtime of Nations'? What was the Paris Commune? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural, intellectual, and political history of nineteenth-century England, Europe, and Russia.

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**ALT 1060 Decadence, Modernism, and Post- modernism**

3 cr

This course is a general introduction to the cultural, intellectual, and political landscape of England, Europe, and Russia at the end of the nineteenth century and the beginning of the twentieth century, as fin-de-siècle decadence gave way to the ‘Great War’ we now know as World War I, as well as the Russian Revolution and the Spanish Civil War. What led to this period of violent upheaval? How do political movements such as anarchism, fascism, and Marxism both resemble each other and differ? What prompted experiments in art and architecture such as Dada, Surrealism, Cubism, Art Nouveau, and Art Deco? How did the film industry begin? Through independent reading, guided reading, lectures, and in-class discussion, you will acquire a substantial introductory knowledge of the cultural, intellectual, and political history of late nineteenth-century and early twentieth-century England, Europe, and Russia.

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**ALT 1100 Faith, Reason, and Science I: Medieval, Contemporary, and Early Modern**

1.5 cr

This course examines the distinctiveness, interrelation, relative limitations, and relative scope of three sometimes-rivalrous epistemologies: faith, reason, and science. Are traditional religions such as Judaism, Christianity, and Islam compatible with the exercise of logic, as well as the evidence of our senses? Can belief in the existence of an omnipotent and benevolent God be reconciled to the existence of human pain and suffering? Is belief in evolution compatible with belief that the world was created by God? What is the scientific method? Can we operate on the assumption that the world is entirely material, or is speculation about metaphysics and the supernatural an inevitable given of the human condition? Through guided reading and in-class discussion, students will acquire an in-depth knowledge of many of the most important and influential debates about the relation between faith, reason, and science from antiquity to the Enlightenment.

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**ALT 1120 Faith, Reason, and Science II: Modern and Contemporary**

1.5 cr

This course examines the distinctiveness, interrelation, relative limitations, and relative scope of three sometimes-rivalrous epistemologies: faith, reason, and science. Are traditional religions such as Judaism, Christianity, and Islam compatible with the exercise of logic, as well as the evidence of our senses? Can belief in the existence of an omnipotent and benevolent God be reconciled to the existence of human pain and suffering? Is belief in evolution compatible with belief that the world was created by God? What is the scientific method? Can we operate on the assumption that the world is entirely material, or is speculation about metaphysics and the supernatural an inevitable given of the human condition? Through guided reading and in-class discussion, students will acquire an in-depth knowledge of many of the most important and influential debates about the relation between faith, reason, and science from the Enlightenment to the present day.

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**ALT 1140 Work, Leisure, and the Good Life**

1.5 cr

This course is a sustained reflection on the nature and meaning of work and leisure. What roles do work and leisure play in a good life, for communities as well as individuals?

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**ALT 1160 The Sublime and the Beautiful I: Classical, Medieval, and Early Modern**

1.5 cr

What is beauty? What is the sublime? This course introduces the history of competing claims about aesthetics, alongside acclaimed masterpieces of classical, medieval, and early modern art, architecture, and music.

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**ALT 1180 The Sublime and the Beautiful II: Modern and Contemporary**

1.5 cr

What is beauty? What is the sublime? This course explores the more recent history of competing claims about aesthetics, alongside acclaimed masterpieces of early modern, modern, and contemporary art, architecture, and music.

Prerequisite: ALT 1160

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**ALT 1200 The Theory Wars**

1.5 cr

This course introduces students to twentieth-century controversies about methods in the humanities. How should we interpret a cultural artifact such as painting or a poem? Students will consider the relative merits of formalism, historicism, and psychoanalysis, as well as arguments for and against “critique,” in light of movements such as Formalism, New Criticism, psychoanalysis, Deconstruction, and New Historicism.

Prerequisite: ALT 1160, ALT 1180

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**ALT 1220 Postmodernism and the End of History**

1.5 cr

Is history meaningful? Does it have a direction or a purpose? This course introduces the concept of postmodernism and explores its intellectual origins and artistic expression, within the larger context of the collapse of Communism at the end of the twentieth century and the current crisis of liberalism. Students read works and excerpts from works such as Foucault, “Nietzsche, Genealogy, History”; Lyotard, *The Postmodern Condition*; Baudrillard, *Simulacra and Simulation*; Jameson, *Postmodernism*; Gray, *Liberalism*; Fukuyama, *The End of History and the Last Man*; and Deneen, *Why Liberalism Failed*.

Prerequisite: ALT 1060

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**ALT 1240 Colonialism, Decolonization and Post- colonialism**

1.5 cr

This course introduces the intellectual and cultural history of European colonialism and decolonization, focusing on the origins, effects, and legacy of European imperialism from the eighteenth century to the present day, and engaging with ongoing debates about its possible benefits to the colonized, as well as the colonizers, in light of its human cost. Students read works and excerpts from works such as Conrad, *Heart of Darkness*; Achebe, “An Image of Africa”; Watts, “A Bloody Racist”; Gilley, “King Hochschild’s Hoax”; Fanon, *Black Skin, White Masks*; Fanon, *The Wretched of the Earth*; Saïd, *Orientalism*; Lewis, “The Question of Orientalism”; Ferguson, *Empire*; and Biggar, *Colonialism*.

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**ALT 1260 Critical Theory**

1.5 cr

Towards the end of the twentieth century, the Soviet Union collapsed, and the Eastern Bloc turned away from Communism. Marxism, discredited by the evidence of history, began to take on new forms, sometimes at odds with its former premises and conclusions. This course explores the development of Marxism from the counterculture of the 1960s to the present day, with reference to Gramsci, Marcuse, and present-day identity politics.

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**ALT 1300 Tragedy**

3 cr

What is tragedy? How does it work? How has it changed over time? This course traces the history of tragedy from antiquity to the present day. Students read plays such as Sophocles, *Oedipus the King*; Miller, *Death of a Salesman*; and Soyinka, *Death and the King’s Horseman*, as well as selections from secondary sources such as Steiner, *The Death of Tragedy*, and Nuttall, *Why Does Tragedy Give Pleasure?* Students may also read short stories and watch films.

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**ALT 1400 Comedy**

3 cr

What is comedy? How does it work? How has it changed over time? This course traces the history of comedy from antiquity to the present day. Students read plays by authors such as Aristophanes, Plautus, Molière, Gay, Wilde, and Stoppard, as well as selections from secondary sources such as Hutcheson, *Thoughts on Laughter*, and Freud, *Jokes and Their Relation to the Unconscious*. Students may also read short stories and watch films.

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**ALT 1500 Medieval Literature**

3 cr

This course introduces students to acclaimed and influential works of literature written in the Middle Ages.

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**ALT 1600 Early Modern Literature**

3 cr

This course introduces students to acclaimed and influential works of literature written in the sixteenth, seventeenth, and eighteenth centuries.

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**ALT 1800 Romantic and Victorian Literature**

3 cr

This course introduces students to acclaimed and influential works of literature written in the nineteenth century.

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**ALT 1900 Modern and Contemporary Literature**

3 cr

This course introduces students to acclaimed and influential works of literature written in the twentieth- and twenty-first centuries.

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**ALT 1950 American Literature**

3 cr

This course introduces students to acclaimed and influential works of literature written in North America, ranging from the Revolutionary Period to the present day.

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**ALT 1951 American Literature I**

3 cr

This course explores significant works of American poetry and fiction, along with notable literary essays, from the late-eighteenth and nineteenth centuries. Along the way, we will consider the relationship between American literature and the broader social, cultural, and political transformations taking place in the developing nation. Writers will likely include Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Nathaniel Hawthorne, Emily Dickinson, Herman Melville, Mark Twain, and Henry James.

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**ALT 2000 Classical Ethics I: Plato, Aristotle, and the Hellenistic Philosophers**

1.5 cr

This course compares and contrasts rival claims about ethics in ancient Greece and Rome, starting with Plato and Aristotle and encompassing later Hellenistic schools of thought such as Stoicism, Skepticism, Epicureanism, Cynicism, and Neo-Platonism. Students may consider the appropriation of classical ethics by theologians committed to Abrahamic religions such as Judaism, Christianity, and Islam in later antiquity, as well as the revival of classical schools of thought such as Stoicism in the Renaissance, the Enlightenment, and the present day. Students may also consider non-Western analogues.

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**ALT 2020 Classical Ethics II: Cicero, Seneca, and Plutarch**

1.5 cr

This course compares and contrast rival claims about ethics in ancient Greece and Rome, focusing on the reception of Plato and Aristotle, as well as later Hellenistic schools of thought such as Stoicism, Skepticism, Epicureanism, Cynicism, and Neo-Platonism, in the work of Cicero, Seneca, and Plutarch.

Prerequisite: ALT 2000

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**ALT 2100 Classical Political Philosophy**

3 cr

This course compares and contrasts rival claims about politics in ancient Greece and Rome, beginning with Plato and Aristotle and encompassing later authors such as Polybius, Cicero, Plutarch, and St. Augustine. Students may also consider non-Western analogues.

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**ALT 2200 Medieval and Early Modern Ethics**

3 cr

This course explores rival claims about morality and the moral implications of human psychology written in the Middle Ages, Renaissance, and Enlightenment, including works and excerpts of works by authors such as St. Augustine, St. Thomas Aquinas, Erasmus, Luther, Calvin, Montaigne, de la Rochefoucauld, de la Bruyère, Mandeville, the British Moralists, and French philosophes.

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**ALT 2300 Medieval and Early Modern Political Philosophy**

3 cr

This course explores works on the structure of human societies and the political implications of human nature written in the Middle Ages, Renaissance, and Enlightenment, including works by conservative as well as progressive thinkers and critics as well as proponents of liberalism.

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**ALT 2400 Modern and Contemporary Political Philosophy**

3 cr

This course explores works on the structure of human societies and the political implications of human nature written in the nineteenth-, twentieth-, and twenty-first centuries, including works by conservative as well as progressive thinkers and critics as well as proponents of liberalism.

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**ALT 2420 Work, Leisure, and the Good Life**

1.5 cr

This seminar is a sustained reflection on the nature and meaning of work and leisure. What roles do work and leisure play in the good life, for communities as well as individuals?

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**ALT 2500 Self and Other: The Ethics and Politics of Recognition**

3 cr

This course explores the ethical and political implications of “recognition” (German, *Anerkennung*), including its connection to the Greek concept of *thumos*, as well as its relation to the social importance of “honor.” Students will focus on the role of recognition in Hegel’s thought, as well as its reception and transformation in the work of later philosophers. Students will read and discuss works and excerpts of works by authors such as Hegel, Kojève, Sartre, Buber, Lévinas, Ricoeur, Fukuyama, and Honneth.

Prerequisite: ALT 3700

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**ALT 2600 Methodological Approaches to Political Philosophy**

3 cr

How and why should we study political philosophy? This course will explore ongoing debates about methods within political philosophy, as well as the relation of political philosophy to other disciplines such as sociology and political science.

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**ALT 2700 Introduction to the History and Culture of China**

4.5 cr

This course will introduce students to the intellectual and cultural history of China, ranging from antiquity to the present day, and including art, architecture, music, literature, theater, and film, as well as treatises and excerpts of works on ethics, politics, and aesthetics.

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**ALT 3000 Plato, Republic**

1.5 cr

Students read and discuss Plato’s *Republic*. They may also read and discuss some selections from Plato’s *Laws*.

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**ALT 3160 Chaucer, The Canterbury Tales**

1.5 cr

Students will read and discuss Chaucer’s *Canterbury Tales*.

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**ALT 3200 Socrates and Montaigne**

3 cr

Students read and discuss Montaigne’s *Essays*, as well as a variety of sources on Socrates, including not only works and excerpts of works by contemporaries such as Plato, Xenophon, and Aristophanes but also excerpts of works by later authors such as Hegel and Kierkegaard.

Prerequisite: ALT 2000, ALT 2020

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**ALT 3220 Machiavelli, Discourses on Livy**

1.5 cr

Students read and discuss Machavelli's Discourses on Livy, as well as some selections from Livy's *Ab urbe condita* ("From the Founding of the City").

Prerequisite: ALT 1010

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**ALT 3300 Shakespeare: Tragedies and Romances**

3 cr

Students read and discuss Shakespeare's most important tragedies and romances, including in particular *Macbeth*, *Othello*, and *King Lear*, as well as *Pericles*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*.

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**ALT 3310 Dante, Inferno**

1.5 cr

Students read and discuss Dante's *Inferno*.

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**ALT 3315 Dante, Purgatorio**

1.5 cr

Students read and discuss Dante's *Purgatorio*.

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**ALT 3320 Dante, Paradiso**

1.5 cr

Students read and discuss Dante's *Paradiso*.

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**ALT 3330 Shakespeare: Comedies and Problem Plays**

3 cr

Students read and discuss Shakespeare's most important comedies and problem plays, including in particular *A Midsummer Night's Dream*, *As You Like It*, *Twelfth Night*, and *Much Ado about Nothing*, as well as *The Taming of the Shrew*, *Measure for Measure*, and *The Merchant of Venice*.

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**ALT 3340 Shakespeare: The Roman Plays**

1.5 cr

Students read and discuss a selection of Shakespeare's plays about ancient Rome, including in particular *Julius Caesar*, *Coriolanus*, and *Antony and Cleopatra*, as well ALT 1010 as his epyllion, *The Rape of Lucrece*. Students may also read *Titus Andronicus*.

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**ALT 3360 Shakespeare: The History Plays**

1.5 cr

Students read and discuss a selection of Shakespeare's plays about the English Wars of the Roses, including in particular *Richard II*, *1-2 Henry IV*, and *Henry V*.

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**ALT 3400 Milton, Paradise Lost** 1.5 cr

Students read and discuss Milton's *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*.

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**ALT 3500 Austen** 3 cr

Students read and discuss a selection of Jane Austen's most celebrated novels.

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**ALT 3600 Montesquieu, The Spirit of the Laws** 1.5 cr

Students read and discuss Montesquieu's *Spirit of the Laws*.

Prerequisite: ALT 2100

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**ALT 3620 Tocqueville, Democracy in America** 1.5 cr

Students read and discuss Tocqueville's *Democracy in America*.

Prerequisite: ALT 3600

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**ALT 3700 Kant and Hegel** 3 cr

Students read and discuss works and excerpts of works by Kant and Hegel

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**ALT 3720 Kierkegaard** 1.5 cr

Students read and discuss works and excerpts of works by Kierkegaard.

Prerequisite: ALT 3700

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**ALT 3740 Melville, Moby Dick** 1.5 cr

Students read and discuss Melville's novel *Moby Dick*, as well as his novella, *Billy Budd*.

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**ALT 3750 Melville, Moby Dick** 3 cr

Students read and discuss Melville's novel *Moby Dick*, as well as his novella, *Billy Budd*.

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**ALT 3760 Dostoyevsky** 3 cr

Students read and discuss several of Dostoyevsky's most acclaimed novels, including in particular *Crime and Punishment* and *The Brothers Karamazov*.

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**ALT 3780 Nietzsche** 1.5 cr

Students read and discuss works and excerpts of works by Nietzsche.



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**ALT 3800 Arendt and Strauss**

1.5 cr

Students read and discuss works and excerpts of works by Arendt and Strauss.

Prerequisite: ALT 3760

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**ALT 3850 MacIntyre**

1.5 cr

Students read and discuss works and excerpts of works by MacIntyre, including in particular *After Virtue*; *Whose Justice? Which Rationality?*; *Three Rival Versions of Moral Inquiry*; and *Dependent Rational Animals*.

Prerequisite: ALT 2000, ALT 2020, ALT 2200

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**ALT 3900 Joyce, Ulysses**

3 cr

Students read and discuss Joyce, *A Portrait of the Artist as a Young Man* and *Joyce, Ulysses*. Students may also read selections from Joyce, *Dubliners*.

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**ALT 4000 Writing Studio**

3 cr

Students will undertake individual projects in creative writing under the guidance of an experienced mentor.

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**ALT 4100 Special Topics in Literature Pre 1800**

1.5 cr

Special Topics

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**ALT 4110 Special Topics in Literature Pre 1800**

3 cr

Special Topics

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**ALT 4200 Special Topics in Literature Post 1800**

1.5 cr

Special Topics

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**ALT 4210 Special Topics in Literature Post 1800**

3 cr

Special Topics

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**ALT 4300 Independent Study Pre 1800**

1.5 cr

Independent Study in Literature

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|--------------------------------------------|------|
| <b>ALT 4310 Independent Study Pre 1800</b> | 3 cr |
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Independent Study in Literature

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| <b>ALT 4400 Independent Study Post 1800</b> | 1.5 cr |
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Independent Study in Literature

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| <b>ALT 4410 Independent Study Post 1800</b> | 3 cr |
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Independent Study in Literature

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| <b>ALT 4500 Special Topics in Ethics and Politics</b> | 1.5 cr |
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Special Topics

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| <b>ALT 4510 Special Topics in Ethics and Politics</b> | 3 cr |
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Special Topics

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| <b>ALT 4600 Independent Study Ethics and Politics</b> | 1.5 cr |
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Independent Study in Ethics and Politics

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| <b>ALT 4610 Independent Study in Ethics</b> | 3 cr |
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Independent Study in Ethics and Politics and Politics

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| <b>ALT 4700 Special Topics in Film</b> | 1.5 cr |
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Special Topics

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| <b>ALT 4710 Special Topics in Film</b> | 3 cr |
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Special Topics

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## **EDU**

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| <b>EDU 2900 Special Topics</b> | 1.5 cr |
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Special topics

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**EDU 2910 Special Topics**

3 cr

Special topics

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**EDU 2920 Special Topics**

4.5 cr

Special topics

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**EDU 4900 Special Topics**

1.5 cr

Special topics

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**EDU 4910 Special Topics**

3 cr

Special topics

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**EDU 4920 Special Topics**

4.5 cr

Special topics

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**EPH**

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**EPH 1100 Analytical Tools for Economics and Political Science**

3 cr

This course introduces students to the most useful mathematical tools that will be applied in the remaining courses in Economics and political science offered by the Center for Economics, Politics and History. Students learn each mathematical tool and then how to apply it to an economic or political problem. Students will become familiar with the meaning and use of the following key concepts: functions, utility maximization under certainty and uncertainty, solving a system of equations, using derivatives in optimization problem solving, probability and the main families of probability distribution functions, conditional and unconditional probability, the law of large numbers, the central limit theorem, variance, covariance, correlation, projection, regression, stochastic processes, cooperative and noncooperative games, and Nash Equilibrium. Students will also learn the basics of programming in R.

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**EPH 1200 Introduction to American Politics**

3 cr

This course examines the central concepts and controversies in American government. More importantly, it focuses on identifying your own political beliefs and how they relate to the conflicts in our contemporary politics. We will focus on two main aspects of American politics: Beliefs and Rights. The course addresses two central questions: What are the major ideological disputes that characterize American politics? How do we solve the conflict between majority rule and individual rights?

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**EPH 1300 Foundations of Micro- economics I**

3 cr

This course in the foundations of microeconomics will develop students' understanding about a broad range of problems related to the operation of markets, social policy, and business. The course covers the following topics: opportunity cost, marginal value, marginal cost, the production possibility frontier, indifference curves, the determination of market supply and demand, how market prices convey information about costs and benefits of goods and services procured in the market, elasticity of demand, income and substitution effects, the efficiency of competitive equilibrium, consumer and producer surplus, externalities, public goods, the Coase Theorem, imperfect and asymmetric information, expected utility, risk aversion, and signaling.

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**EPH 1400 Foundations of Macro- economics I**

3 cr

This course sequence will build an analytical macroeconomic framework and then use it to explain changing conditions in the world economy and the challenges these present for modern policy makers and business leaders. Students will become familiar with basic terminology regarding the phases of the business cycle, central banks' behavior in managing monetary policy (including recent tools, such as quantitative easing, and others), economic growth, inflation, interest rates, exchange rates, global competitiveness, unemployment, fiscal policy, debt sustainability and the external sector (international reserves and the like). At the end of the sequence, it is expected that students will be able to critically assess how possible developments in the world economy – such as the change in the monetary policy stance by central banks – will affect economic conditions, social conditions, and the business environment. The first course defines basic concepts, including short- and long-run aggregate supply, aggregate demand, inflation, exchange rates, central banks, monetary policy, and Keynesian and Monetarist schools of thought.

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**EPH 1500 History, Historiography and the Philosophy of History**

3 cr

This course introduces students to the discipline of history by offering a combination of the history of Western historiography and key readings in the philosophy and methodology of history. Topics include contemporary controversies over the politicization of history, the origins of the Western historical tradition, and recent debates on historical causation and counterfactuals. A key objective is to familiarize students with some of the pioneers of historical scholarship and writing, from Thucydides to Isaiah Berlin.

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**EPH 1600 American Legal System**

3 cr

This course introduces the major aspects and controversies of the American legal system, including the adversarial system; the role of multiple players such as lawyers, trial judges, juries, and appellate judges; civil and criminal trials; constitutional law and the rights of defendants; standards of proof; and current controversies such as false convictions and the death penalty. The course will discuss the several “trials of the century” (the Scopes Monkey Trial, Alger Hiss, Bernie Goetz, Patty Hearst, OJ Simpson, George Zimmerman, the Central Park Five, Brett Kavanaugh, and others) to illustrate these concepts and the central role of American law in American politics.

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**EPH 2000 Introduction To Applied Econometrics**

3 cr

This course familiarizes students with the essential toolkit social scientists use to make inferences and decisions using data. A wide range of topics in probability, statistics and regression analysis are explored, as well as methods for causal inference, model building and evaluation, experiment design, machine learning, neural nets, and cross-validation.

Prerequisite: EPH 1100

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**EPH 2010 Data Science for Social Scientists**

3 cr

This course introduces students to many of the most important tools of data science used by social scientists, including tools used in natural language processing and machine learning.

Prerequisite: EPH 1100

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**EPH 2040 Introduction to 20th Century History**

3 cr

This course introduces students to military, political and economic perspectives on human history by focusing on the events of the 20th Century: World Wars, the Great Depression, nuclear weapons, the Cold War, and the emergence of GDP growth as the key objective of the nation-state. The course seeks to identify causal factors in historical change over several dimensions: material well-being, international alliances, the impact of “great” individuals, economic and political organization, centralization of political authority, measures of military and economic power, and the challenge of democracy.

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**EPH 2100 Political Theories of Democracy**

3 cr

What is democracy? Is it a perennial political ideal, or do its manifestations depend on historical circumstance—for example, on the ideology of a dominant social class? What (if anything) unites the Greek polis, the Roman *res publica*, the Medieval and Renaissance commune, and the liberal nation-state as it emerged from the French and American revolutions? We will explore these questions by reading landmark texts in political philosophy, from Plato, Machiavelli, and Locke to Hegel, Schmitt, and Rawls. Special attention will be paid to the rational and irrational bases of democracy—does it arise from a “social contract,” or from the less tangible “civic virtue” of a people? We will also discuss the fact that democracy tends to be theorized in times of crisis, when it is either imperiled or posed as a utopian alternative to the existing order.

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**EPH 2200 Foundations of Political Science I**

3 cr

This is the first of two introductory courses in political science. The two courses introduce students to the way modern political scientists think, including the fundamental theoretical tools of the discipline, and then apply those theories to key problems in political science. The sequence explores all five major subfields of political science. These are political methodology, political theory (which divides into normative and positive), comparative politics, and international relations. The first course will cover political theory and political methodology.

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**EPH 2250 Introduction to Political Science**

1.5 cr

This course introduces students to the way modern political scientists think, including the fundamental theoretical tools of the discipline. It explores major subfields of political science including political methodology, political theory, elections, institutions, comparative politics, and international relations. The first course will cover political theory and political methodology.

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**EPH 2300 Foundations of Political Science II**

3 cr

This is the second of two courses introducing students to political science. It covers a broad overview of research, and contains specific discussions of American political history, international comparative politics, and international relations, exposing students to the different topic areas within these fields and different research methods.

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**EPH 2351 Applied Politics and Policy: U.S. Immigration**

1.5 cr

This course sequence offers focused seminars on specific policy topics. The main book for this class is “Open Borders”.

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**EPH 2352 Applied Politics and Policy: U.S. Housing and Homelessness**

1.5 cr

This course sequence offers focused seminars on specific policy topics. The main book for this class is “Build, Baby, Build.”

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**EPH 2353 Applied Politics and Policy: Education and Family**

1.5 cr

This course sequence offers focused seminars on specific policy topics (e.g. U.S. immigration, housing and homelessness, or nuclear deterrence). The main books for this class are “The Selfish Reason to Have More Kids” and “The Case Against Education.”

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**EPH 2354 Applied Politics and Policy: U.S. and Israeli Defense**

1.5 cr

This course sequence offers focused seminars on specific policy topics (e.g. U.S. immigration, housing and homelessness, or nuclear deterrence). The main book is Samet’s “U.S. Defense Policy toward Israel: A Cold War History.”

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**EPH 2400 Philosophers of Political Economy**

3 cr

This course reviews the history of the development of economic and political ideas, with special emphasis on contributions from 1700 to 1950.

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**EPH 2600 The Changing Structure of Civilization: Tribes, City States, Empires, and**

3 cr

This course analyses structural changes in civilization that have coincided with and shaped global history. Nations

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**EPH 2900 Special Topics**

3 cr

Special topics

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**EPH 2910 Special Topics**

1.5 cr

Special topics

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**EPH 2920 Special Topics**

4.5 cr

Special topics

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**EPH 3010 Foundations of Micro- economics II**

3 cr

This advanced course in microeconomics covers the following topics: cost functions and their relation to market supply, the effects of entry and exit by producers on long-run market equilibrium, the constant returns to scale production function, the Solow Growth model, the decomposition of output growth into the weighted growth of the factors of production and the growth rate of productivity, the marginal product theory of income distribution, the meaning and importance of expected inflation and the real interest rate, time preference, durable asset returns and their relationship to interest rates and present values, the life cycle-permanent income hypothesis of consumer behavior, and finally, deviations from perfect competition, the inefficiencies they can create, and the regulatory policies that have been developed to mitigate or prevent these deviations.

Prerequisite: EPH 1300

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**EPH 3020 Foundations of Macro- economics II**

3 cr

This is an advanced course in macroeconomics. This course presents balance of payments accounting, defines international competitiveness and the real exchange rate, examines key relationships between interest rates and exchange rates, various facts and approaches related to monetary and fiscal policy, sovereign default, fiscal dominance, and exchange rate sustainability.

Prerequisite: EPH 1400

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**EPH 3030 Corporate Finance, Accounting, and Business Planning**

3 cr

This course teaches students how to construct business plans and use them to formulate cash flow analysis from income and expense statements and balance sheets, and then use the cash flow analysis as a basis for financial planning, valuation of the business, and creating a strategy to fund the idea.

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**EPH 3040 Introduction to World Economic and Political History**

4.5 cr

This course introduces students to the basic political and economic facts of human history, seeking both to describe and explain the variation in observed economic and political outcomes across time and space, which also requires a discussion of how to approach identifying causality when studying historical change. Variation that will be studied occurs over several dimensions: material well-being, which activities people are engaged in, the scale of economic and political organizations, the degree of centralization of political power, population density, the extent of individual freedom, the geographic range of economic transactions, and the extent to which political systems are democratic.

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**EPH 3050 Public Choice**

3 cr

This course integrates economic and political theory to analyze how choices about public policy are made by voters, candidates, legislators, bureaucrats, and the institutions in which they operate.

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**EPH 3060 Advanced Topics in Panel Data Analysis**

3 cr

This course applies advanced econometric analyses to economic and political problems that arise in a panel context, combining variation over time with cross-sectional variation at a moment in time.

Prerequisite: EPH 2000, EPH 2010

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**EPH 3070 Advanced Topics in Time Series Analysis**

3 cr

This course applies time series techniques to study variation among variables over time.

Prerequisite: EPH 2000, EPH 2010

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**EPH 3080 Advanced Topics in Data Science for Social Sciences**

3 cr

This course presents advanced topics and tools in data science that are especially relevant to social science.

Prerequisite: EPH 2000, EPH 2010

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**EPH 3090 Advanced Micro- economics**

3 cr

This course presents advanced topics and tools in applied microeconomics.

Prerequisite: EPH 2000, EPH 2300, EPH 3010, EPH 3020, EPH 3030

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**EPH 3100 Advanced Macro- economics, Public Finance and Growth Theory** 3 cr

This course presents advanced topics and tools in applied macroeconomics, public finance and growth theory.

Prerequisite: EPH 2000, EPH 2300, EPH 3010, EPH 3020, EPH 3040

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**EPH 3110 Advanced Topics in American** 3 cr

This course studies political changes (changes resulting from elections, party politics, and public choice) from roughly 1700 to the Political History present.

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**EPH 3120 Voting, Political Parties and Electoral Politics** 3 cr

This course studies, in theory and in practice, how voting rules affect election outcomes, and how political parties are formed.

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**EPH 3130 Business Structures and Governance** 3 cr

This course introduces students to analysis of how businesses are structured and governed.

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**EPH 3140 Capitalism, Its Critics, and the History of Growth, Poverty and Inequality** 3 cr

This course considers socialist and other criticisms of economies in which market outcomes and private ownership determine the allocation of resources. It considers those criticisms in the light of evidence about the growth and distribution consequences over time of capitalist development.

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**EPH 3150 How Political Revolutions Happen** 3 cr

This course studies the history of revolutions to understand their causes. Cases include the Glorious Revolution, the American Revolution, the French Revolution, Latin American Revolutions, the Greek Revolution, the Russian Revolution, the Chinese Revolution, and others. Britain (1688), US (1776), France (1789), Greece (1821), Mexico (1910), Russia (1917), China (1949), Eastern Europe (1989), Brazil (1990s), Chile (2020s)

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**EPH 3160 Advanced Topics in American Economic History** 3 cr

This course studies the evolution of the American economy and its consequences from roughly 1600 to 1970.

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**EPH 3170 Advanced Topics in World Economic History**

3 cr

This course studies the evolution of economies other than the United States from roughly 1200 to 1970.

Prerequisite: EPH 1500

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**EPH 3180 Property Rights and Their Economic and Political Consequences**

3 cr

This course examines the role of establishing and enforcing property rights for private and public governance outcomes, in theory and in practice.

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**EPH 3190 International Trade**

3 cr

This course studies why countries trade and considers the consequences for welfare of trade from theoretical and empirical perspectives, both in the past and the present.

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**EPH 3200 Rationality and its Limits: “From Becker to Thaler and Beyond”**

3 cr

Does rational choice really guide economic decisions? This course juxtaposes rationalist and anti-rationalist behavioral perspectives about how economic actors behave.

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**EPH 3210 International Finance**

3 cr

This course analyses the role of international finance in allocating global resources through various financial instruments, including international capital flows associated with investments in debt, equity, and foreign-direct investment.

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**EPH 3220 Money, Banking, and the Financial System**

3 cr

This course studies the operations and interactions among monetary systems, banking systems, and financial systems, and their relevance for the economy.

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**EPH 3230 Finance and Economic Development**

4.5 cr

This course studies the linkages between financial development and economic development throughout the world, combining historical understanding with an understanding of current events.

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**EPH 3240 International Relations**

3 cr

This course studies how countries interact in their political decisions and how the various kinds of interactions (trade, migration, international investments, diplomacy, and war) influence one another's decisions and outcomes.

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**EPH 3250 Entre-preneurship and Entre-preneurial Finance** 3 cr

This course analyzes how entrepreneurs originate and fund business ideas, with special emphasis on understanding the role of venture capital in business formation and growth.

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**EPH 3900 Special Topics** 3 cr

Special Topics

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**EPH 4000 Independent Study** 3 cr

An independent study course involves an individual contract between the student and a faculty member, specifying what requirements the student will meet.

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**EPH 4900 Special Topics** 3 cr

Topic to be chosen by Center Dean.

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**EPH 4910 Special Topics** 1.5 cr

Special topics

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**EPH 4920 Special Topics** 4.5 cr

Special topics

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**INF**

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**INF 1100 Chaos and Civilization** 4.5 cr

This seminar asks what foundational texts of the Western tradition can teach us about the origins of civilization. What is the character of the beginning of human life, and why does it matter? What roles do the heroes of Homer, Plato, the Greek tragedies, and the Bible play in the beginning of civilization? Are they agents of order or disorder?

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**INF 1102 Epic and Tragedy** 3 cr

Students read Homer's *Odyssey*, selections from Hesiod, and Aeschylus' *Oresteia*. Counts as an equivalent towards completion of INF 1100 *Chaos and Civilization*.

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**INF 1103 Bible I** 1.5 cr

Old Testament

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**INF 1110 Knowing, Doing, Making, Wisdom**

4.5 cr

This seminar examines the nature and limits of knowledge and the relationship between knowledge and wisdom. Guiding questions include: What is knowledge? What are its sources, modes, objects, and methods? How is knowledge manifested in doing and making? How is it acquired, preserved, and transmitted? What are the limits of our knowledge? Is some knowledge ineffable? How does knowledge differ from wisdom?

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**INF 1130 Quantitative Reasoning I**

3 cr

The first of a two-course sequence in quantitative reasoning. Topics include interpretation of graphical information, and quantitative modeling. Throughout the course examples will be drawn from a variety of fields including physics, biology, and economics; there will be particular emphasis on the laws of nature and analogies among them.

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**INF 1200 The Beginning of Politics**

4.5 cr

An introduction to the nature, meaning, and purposes of political life. What is politics? Are human beings political animals? Does a city differ from a pack of wolves, a herd of sheep, or a band of robbers? What is law? Can we say that some laws are better than others? What do Greek and biblical understandings of politics and leadership have in common?

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**INF 1210 Writing and the English Language**

3 cr

This seminar aims to increase our appreciation for the English language and to make us better writers and more perceptive readers. What can great poems, plays, speeches, letters, autobiographies, short stories, and essays teach us about the depth and range of the English language and the uses of language as such? How can good reading promote good writing—and vice-versa?

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**INF 1220 Quantitative Reasoning II**

3 cr

The second of a two-course sequence in quantitative reasoning. Topics include quantifying uncertainty, estimation techniques and applications. Throughout the course examples will be drawn from a variety of fields including physics, biology, and economics; there will be particular emphasis on the laws of nature and analogies among them.

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**INF 1300 Christianity and Islam, Europe and the East**

4.5 cr

An introduction Christianity and Islam that explores their place in Western civilization. What is Christianity? What is Islam? How do both interpret their biblical predecessors and incorporate classical thought? Can Christianity find common ground with Islam? How do these religions relate to the European identity? What is revealed about Christians, Muslims, and Asiatic peoples through their encounters?

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**INF 1320 Intellectual Foundations of Economics**

3 cr

This course examines the extension of moral philosophy into the origins of a core social science (Economics). We will discuss in sequence the Greek and Christian legacies, the challenge of Hobbes, Adam Smith and the Classical Economists, Mercantilism, Utilitarianism, Neoclassicism, the German historical school, the Austrian school of von Mises and Hayek, American institutionalism, the heresy of Veblen, and Schumpeterian innovation. At each stage, students will examine how the core questions asked and frameworks applied shaped disagreements with earlier thinkers and the emergence of new ideas. Students will depart with a sense of the competing intellectual traditions which shape contemporary social science.

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**INF 1330 Foundations of Science I**

3 cr

This course is the first part of a two-course sequence designed to explore and understand some of the most important ideas in science. This first course introduces students to a framework for scientific thinking and investigates key ideas in physical and earth sciences. Emphasis will be placed on applications and interdisciplinary connections across areas of study in the course sequence.

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**INF 2100 The Uses and Abuses of Technology**

3 cr

This seminar examines the advantages and disadvantages of technology from a broadly human perspective. What is technology? How has it shaped human life? What are its intellectual presuppositions, social conditions, benefits, and dangers?

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**INF 2110 Foundations of Science II**

3 cr

This course is the second part of a two-course sequence designed to explore and understand some of the most important ideas in science. This second course will build on principles from the first course and investigate key ideas in the chemical and life sciences. Emphasis will be placed on applications and interdisciplinary connections across areas of study in the course sequence.

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**INF 2120 Modernity and the West**

4.5 cr

This seminar is an introduction to modernity and the West. What does it mean to say that we are modern, that we have progressed beyond a pre-modern or medieval world? How do conceptions of the natural world, human beings, science, and the aims of knowledge change with the advent of modernity? What is distinctive about modern Western ways of thinking, feeling, and acting? What discontents are endemic to the modern world?

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**INF 2121 Early Modernity**

3 cr

This course helps students discern the origins of modernity in the influence of Machiavelli, the Protestant Reformation, the European Wars of Religion, and the English Civil War. What does it mean to say that we are modern? How are modern ways of thinking and feeling different from the classical and medieval? Students read selections from Machiavelli, Luther, and Calvin, as well as playwrights such as Marlowe and Shakespeare, in the context of sixteenth- and seventeenth-century British and European history, then turn to philosophers such as Hobbes and Locke. Counts towards the completion of INF 2120 Modernity and the West.

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**INF 2200 The American Experiment**

4.5 cr

What is the American regime—the form of government and way of life—and what, if anything, makes it distinctive? Why has America been a land of hope? What great failings have Americans struggled to overcome? Can Americans be said to have a distinctive character? We shall explore these questions through the study of a variety of writings, including political documents and speeches, autobiographies, novels, and essays.

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**INF 2210 Mortality and Meaning in Art and Music**

3 cr

Does death negate the meaning of a human life? Or can mortality and death give life meaning? This seminar explores the relationship between mortality and meaning through the study of works of art from different historical periods and cultures and in various genres and media, including painting, sculpture, and music.

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**INF 2300 Ideological Experiments of the 20th Century**

3 cr

An examination of the philosophical roots and practical consequences of ideological tyranny in the 20th century, particularly Nazism and Soviet Communism. What are the presuppositions of ideological experimentation? What does ideological tyranny do to the bodies and characters of individual human beings? What are its effects on thought, art, politics, religion, and the economy?

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## ORNT

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### ORNT 101 Freshmen Orientation

0 cr

Freshmen Orientation is a mandatory week-long program designed to immerse incoming students in the intellectual and civic foundations of a UATX education. Through intensive seminars, structured discussion, and collaborative inquiry, students are introduced to the core texts, methods, and expectations that define academic life at UATX. The program also includes physically demanding components that build resilience, camaraderie, and character alongside rigorous academic work. Together, these elements cultivate the habits that students will carry throughout their four years.

## POL

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### POL 1110 Polaris Ideas

3 cr

Where do ideas come from? Is the process similar for practical inventions, like the light bulb, and intellectual and artistic ones, like scientific discoveries, novels, paintings, and music? What are the social and economic preconditions for successful innovations? This seminar will explore these questions by engaging with a wide variety of readings.

### POL 2100 Polaris Inspirations

3 cr

This course uses case studies and lectures to introduce students to a broad variety of possible Polaris projects and to the basic methods employed in the UATX Academic Centers. Invited speakers will lecture about their own Polaris-style projects (e.g., starting a business, founding a newspaper) and students will read case studies associated with these lectures. Student deliverables include lecture/case study reviews and journals.

### POL 2110 Polaris Frame

3 cr

This course provides a forum for students to workshop their Polaris projects. Students will present their project proposals to their peers and to professors from different academic Centers and receive critical feedback. The course will also include units on digital literacy, including blogs, podcasts, and websites. Deliverables include a preliminary project proposal, a ranked list of six potential mentors, and three detailed precedent studies.

Prerequisite: POL 2100



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**POL 3100 Polaris Pitch**

3 cr

Students will enroll in a Polaris Pitch course offered by the academic Center in which they will be undertaking their projects. In this course, they will work intensively on producing and pitching a polished proposal. Students will present plans to peers and faculty and collectively refine their projects. At the conclusion of the course, they will present their projects for final approval to a committee of UATX faculty and outside experts. Deliverables include a detailed project proposal and public engagement plan, as well as a roadmap of the process for realizing the project over the next five terms, i.e., by the end of the following academic year.

Prerequisite: POL 2110

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**POL 3110 Polaris Build**

1.5 cr

In these independent study courses, students build their projects. They contact potential external mentors and generate a correspondence portfolio, including rejections. Having contracted with a mentor, they work with him or her as well as a UATX faculty member, receiving 1.5 credits of course relief each term in acknowledgement of the time that they are spending on their projects. Students report on their progress at the end of each term, and the Polaris Director and/or UATX faculty mentor establishes that the student is hitting his or her target dates of deliverables.

Prerequisite: POL 3100

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**POL 4150 Polaris Launch**

3 cr

Students launch their projects beyond UATX. The deliverable at the end of this term is the project itself. These projects are demonstrated through an internal fair/expo (all projects) and an external showcase (select projects, chosen by competition). Polaris Retreat Polaris Retreat 0.00 Polaris Retreat and Convocation

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**STM**

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**STM 1001 Calculus I**

4.5 cr

This course is the first in a two-course sequence and exposes the student to mathematical modeling, differentiation, and the basics of vectors and operations on vectors.

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**STM 1002 Calculus II**

4.5 cr

This course is the second in a two-course sequence and exposes the student to mathematical ideas of accumulation, integration, and basic dynamics.

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**STM 1003 Calculus III**

4.5 cr

Differential and integral calculus of several real variables; vector analysis including integral theorems.

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**STM 1004 Differential Equations**

4.5 cr

Linear and simultaneous ordinary differential equations, exact solutions, solution by Laplace transform, and solution by numerical methods.

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**STM 1005 Discrete Mathematics**

4.5 cr

This course introduces students to fundamental concepts and techniques in discrete mathematics. Topics covered include sets, logic, proofs, functions, relations, combinatorics, graph theory, and counting principles.

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**STM 2101 Probability**

4.5 cr

A first course in probability. Topics include basic probability axioms and counting techniques, random variables, conditional probability and Bayes' Rule, discrete and continuous probability distributions, joint distributions and correlation, Law of Large Numbers, and Central Limit Theorem.

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**STM 2102 Statistics**

4.5 cr

An introduction to statistics emphasizing multivariate modeling. Topics include descriptive statistics, experiment and study design, hypothesis testing, linear regression, analysis of variance, logistic regression.

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**STM 2103 Linear Algebra**

4.5 cr

A first course in linear algebra. Topics include systems of equations, matrix arithmetic and factorizations, the rank-nullity theorem, eigenvectors and eigenvalues, the singular value decomposition, projections, regression and other applications. Computer programming language will be used throughout the course.

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**STM 2104 Linear Optimization**

4.5 cr

An introduction to linear programming. Topics include formulating mathematical optimization models, the Simplex solution method, sensitivity analysis, and basic linear programming theory.

Prerequisite: STM 2103

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**STM 2300 Data Wrangling and Visualization**

4.5 cr

Students will use Python to wrangle large, messy data sets into forms suitable for modeling and analysis, and create visualizations that provide useful insights for decision-making.

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**STM 2301 Programming I**

4.5 cr

Introduction to computer programming for the purpose of implementing solutions relating to data acquisition, storage, processing, analysis, and visualization. The concepts provide foundational knowledge and experience upon which later data science courses will build.

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**STM 2302 Programming II**

4.5 cr

Builds on the programming skills developed in the prerequisite course and moves the focus towards a wider software ecosystem in order to solve more complex data science tasks. Students will learn and apply foundational principles of program organization including classes and objects, interfaces, inheritance, abstraction, and decoupling. In addition, important command-line skills will be developed for data gathering and cleaning, as well as library and software acquisition and use. These principles will be utilized through high-level programming in Python to analyze and manipulate real-world data sets.

Prerequisite: STM 2301

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**STM 2501 Physics I**

4.5 cr

The first of a two-course sequence emphasizing the fundamental principles of classical physics, introducing a variety of applications. Topics include kinematics, linear and rotational motion, forces, energy, collisions, gravitation, wave motion, and simple fluids.

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**STM 2502 Physics II**

4.5 cr

The second of a two-course sequence emphasizing the fundamental principles of classical physics, introducing a variety of applications. Topics include electricity, circuits, magnetism, and optics.

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**STM 3301 Data Structures and Scalability**

4.5 cr

Students will become familiar with the use and performance characteristics of common data structures including stacks, queues, lists, trees, heaps, and hash tables. The techniques of asymptotic analysis using big-O notation will be introduced as a formal tool to understand how computer programs scale in resource use for increasingly large inputs. A strong emphasis will be placed on developing the ability to choose the most appropriate data structures for a given computational task, and to roughly estimate the asymptotic complexity of programs with loops and nested function calls.

Prerequisite: STM 2301

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**STM 3302 Data Storage**

4.5 cr

Provides an introduction to data storage methods and systems. Topics include hardware and software used to efficiently store large datasets, relational databases and data models, SQL, and applications that interact with databases.

Prerequisite: STM 3301

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**STM 3303 Machine Learning**

4.5 cr

Provides an introduction to computational machine learning techniques. Topics include learning theory, unsupervised learning, recommendation systems, reinforcement learning, and neural networks.

Prerequisite: STM 3301

---

**STM 3304 Computer Architecture and Organization**

4.5 cr

Provides an introduction to low-level aspects of computer design. Topics include performance metrics, instruction set architectures, assembly language, logic design, memory hierarchies, and pipelining.

Prerequisite: STM 2301

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**STM 3305 Machine Learning**

3 cr

Introduction to computational machine learning, preparatory to more advanced ML courses. Topics include learning theory, supervised and unsupervised learning, deep learning, backpropagation, and PyTorch implementation of ML systems.

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**STM 3900 Special Topics 1.50 STM 3910 Special Topics**

3 cr

Special Topics

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190

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**STM 3915 Special Topics**

4.5 cr

Special Topics

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**STM 4101 Nonparametric Statistics**

4.5 cr

Provides an introduction to nonparametric methods in statistics and their applications. Topics include the sign test, the rank-sum test, the Kruskal-Wallis test, Kolmogorov-Smirnov type tests, and others. Examines methods from both theoretical and application points of view.

Prerequisite: STM 2101

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**STM 4102 Statistical Learning**

4.5 cr

Covers a variety of statistical learning topics, including: function estimation with data, bias-variance tradeoff, classification, linear regression, resampling methods, linear model selection and regularization, non-linear modeling, and tree-based methods, support vector machines, and unsupervised learning.

Prerequisite: STM 2102

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**STM 4301 Human Data Interaction**

4.5 cr

Studies the intersection of people and data. This course covers technical concepts relating to how humans interact with data interfaces and visualizations, as well as ethical questions of how humans interpret, present, and STM 3301 ultimately deploy data science tools.

---

**STM 4302 Big Data Computing**

4.5 cr

Focuses on processing large datasets in a distributed environment, including cloud systems and High-Performance Computing Centers. Topics include NoSQL systems, MapReduce, cloud architecture, and distributed frameworks.

Prerequisite: STM 3302

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**STM 4303 Computer Algorithms**

4.5 cr

Presents techniques for designing, analyzing, and implementing computer algorithms. Students will gain a solid understanding of algorithmic problem-solving and be exposed to a variety of classical algorithms used in numerous applications.

Prerequisite: STM 3301

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# Board of Trustees

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## Board Role

The Board of Trustees exists to govern UATX by exercising control over and management of the affairs and funds of the entity. Through the Constitution of the University of Austin, the Board of Trustees delegates the day-to-day management of UATX to its Officers and other senior management of UATX and provides guidance for their work.

## Board Leadership

The Board is led by the Chairman of the Board, who is responsible for convening and chairing meetings of the Board; organizing the Board’s agenda with input from management and helping to identify the Board’s information needs; leading Board discussions of management performance and compensation; and encouraging frank but collegial discussions both between Board members and the Board and management.

## Board Members

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## SECTION 10

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---

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## SECTION 12

# Attachments

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The following Institutional Rules are attached to this catalog and may also be found in the Student Handbook and the policy library on the University's website:

- Institutional Rule 2: Student Conduct
- Institutional Rule 3: Prohibition Against Sexual Misconduct
- Institutional Rule 4: Equal Employment Opportunity and Prohibition Against Discrimination

## Student Conduct

### I. Preamble

Institutional Rule 2 defines and governs what constitutes misconduct by students and outlines the procedures for addressing such misconduct. This rule is not a general civility code to overregulate student life. The free exchange of ideas and the pursuit of truth can sometimes be challenging and uncomfortable, and it is not the role of UATX to police petty slights or hurt feelings. Students are adults and are expected to engage responsibly, recognizing that disagreement and difficult conversations are an integral part of the UATX experience.

Instead, this policy aims to correct and, when appropriate, sanction misconduct that is harmful to campus life. Such violations can undermine our academic mission and negatively impact the physical safety and well-being of others.

Mistakes are an inevitable part of growth. For most minor or first-time violations, informal resolution methods, such as coaching, expectation-setting, or written warnings, are the appropriate interventions. And when formal sanctions are necessary, they must be educational, proportional, and consistent with our values of growth and accountability. Suspension or expulsion should be reserved for the most serious or repeated cases.



## II. Scope

This rule applies to all enrolled students when they are on university property (owned, leased, or controlled), participating in university-sponsored events, or engaged in any university program or activity. If a student formally withdraws from the University and is no longer enrolled, jurisdiction ends unless the student is later readmitted.

This rule does not apply to misconduct covered under the Institutional Rules governing sexual misconduct or anti-discrimination.

## III. Definitions

1. **Advisor:** A student may have a single advisor accompany them to a hearing to provide guidance and support. The student is responsible for presenting their case. An advisor cannot directly participate in the hearing. If an advisor becomes disruptive, they may be muted or removed from the hearing. The student is responsible for arranging their advisor, who may be anyone except a student implicated in the same disciplinary matter as the accused student, a witness in the hearing, or a member of UATX leadership. The unavailability of an advisor on a particular date does not constitute a valid reason to reschedule a hearing. The student must execute the necessary privacy authorizations before the advisor may join the hearing.
2. **Conduct Officer:** A Conduct Officer investigates the facts and circumstances underlying a report of misconduct, assesses whether the evidence supports a finding that it is more likely than not that the misconduct occurred, and proposes an appropriate sanction if needed. The President shall appoint one or more Conduct Officers to investigate allegations of student misconduct. Conduct Officers serve at the pleasure of the President.
3. **Constitution or UATX Constitution:** The formally adopted version of the Constitution of the University of Austin.
4. **Disciplinary Council:** The President, Provost, and Deans shall together constitute the Disciplinary Council, with the President serving as chair, which may hear appeals.

5. **Hearing:** A structured adjudicative process used to determine whether a policy violation occurred and, if applicable, what sanction is appropriate.
6. **Informal Resolution:** A non-adjudicative process used to address and resolve a conduct matter without imposing sanctions or otherwise engaging the formal processes in this rule. Informal resolution may include coaching, written expectations, referrals to support services, or agreements between the parties.
7. **Interim Action:** A temporary, non-disciplinary measure imposed to protect the safety, well-being, or rights of any individual or the university community before the resolution of the formal conduct process.
8. **Major Sanction:** A sanction of suspension, expulsion, or withholding of a degree.
9. **Minor Sanction:** A sanction that does not involve suspension, expulsion, or withholding of a degree.
10. **Respondent:** A student accused of a conduct violation in the formal conduct process.
11. **Sanction:** A formal disciplinary outcome imposed upon a finding of responsibility for a policy violation. Sanctions range from warnings to expulsion.
12. **University Dean:** The official charged with overseeing student affairs at UATX. The University Dean addresses reports of alleged student misconduct and presides over portions of the student conduct process set out in this rule. If the University Dean is unavailable to perform his function under this rule, the President may designate a replacement.

## IV. Conflicts of Interest

All UATX employees are expected to assess their ability to serve impartially in any case. If they determine they cannot do so fairly and without bias, they must recuse themselves. If necessary, the President may appoint a replacement for any recused official, which can include third parties trained to investigate and adjudicate student conduct matters.

## V. Calculation of Time

For this rule, all periods referenced in days refer to business days—those days on which UATX is open and conducting regular operations. Weekends, holidays, and other days when the University is officially closed do not count toward the calculation of time deadlines. When a deadline falls on a day when the University is closed, it will be extended to the next business day. To calculate deadlines, exclude the day of the triggering event, e.g., the day notice was received.

Deadlines in this rule may only be extended by the President or their designee for good cause shown (e.g., medical emergency, bereavement). Extensions must be documented in writing and shared with all parties.

University proceedings under this rule may proceed independently of any criminal investigation. In some cases, the University may delay its process briefly to accommodate law enforcement evidence collection, but it is not required to do so.

A blackout period begins one week before final exams and ends one day after the Respondent's last exam. During this period, timelines under this rule are paused. University officials will refrain from initiating investigations, conducting interviews, or holding hearings during this period to enable students to focus on their final examinations, except in cases deemed time-sensitive by the University Dean or President.

## VI. Prohibited Conduct

The following types of conduct are prohibited:

## 1. Academic Misconduct

- a. **Cheating:** Using or attempting to use unauthorized materials, information, or assistance in academic exercises (e.g., copying from another student, unauthorized notes, or obtaining advance access to exams).
- b. **Plagiarism:** Presenting another person's words, ideas, or work as one's own without proper attribution.
- c. **Fabrication:** Falsifying or inventing information, data, or citations.
- d. **Unauthorized Use of Artificial Intelligence:** Using AI tools to complete assignments beyond what the instructor has authorized.

## 2. Behavioral Misconduct

- a. **Breaking the Chatham House Rule:** Attributing or recording classroom speech without consent.
- b. **Material Disruption:** Behavior that materially disrupts teaching, research, administration, or university activity. Examples include shouting to prevent others from speaking, making loud noises near classrooms, or intentionally blocking access or exit from an area where an event is occurring.
- c. **Unauthorized Entry or Presence:** Entering or remaining in restricted or closed areas without authorization.
- d. **Acts of Violence or Attempted Acts of Violence:** Intentionally or recklessly causing or threatening physical harm or taking substantial steps toward harming another. Self-defense and the defense of others are defenses provided that the Respondent shows their conduct meets the requirements of Texas law.
- e. **False Information:** Knowingly providing false or misleading information to university officials or forging university documents.
- f. **Theft or Damage:** Unauthorized taking, use, or damage of university or personal property.
- g. **Threatening Behavior:** Actions or words aimed at a person or group that a reasonable person would see as a serious expression of intent to cause physical harm or death.

- h. **Failure to Comply with Directives:** Disregarding directives from university officials or law enforcement.
- i. **Hazing:** Any intentional, knowing, or reckless act for the purpose of initiation or affiliation with a group, including physical brutality, forced consumption of food or alcohol, sleep deprivation, humiliation, coerced law-breaking, and forced servitude. Hazing is prohibited regardless of the victim's consent. Failure to report hazing may result in disciplinary action. Amnesty is provided for good-faith reports of hazing if there is cooperation and no serious injury or death. UATX officials will report suspected criminal hazing to law enforcement, as required by Texas law.
- j. **Weapons:** Unlawful possession of firearms, knives, explosives, or other deadly weapons.
- k. **Hazardous Substances:** Unauthorized possession, use, or transfer of chemicals, explosives, or biological substances with harmful intent.
- l. **Unauthorized Surveillance or Recording:** Secretly recording, observing, or photographing individuals in private settings without consent or in a way that breaches trust or dignity, or knowingly transmitting (including livestreaming) any such audio, video, or image.
- m. **Policy Violation:** Conduct violating the Constitution or any university rule, policy, or regulation.
- n. **Law Violations:** Conduct that would violate local, state, or federal law.
- o. **Retaliation:** Any materially adverse action taken against an individual for reporting a potential policy violation, participating in an investigation, or otherwise engaging in protected conduct in good faith under this policy. Retaliation includes threats, intimidation, coercion, harassment, or any other conduct that would discourage a reasonable person from engaging in such protected activity.
- p. **Obstruction of the Discipline Process:** Intentionally interfering with the investigation or resolution of a conduct matter. This includes, but is not limited to, destroying evidence, attempting to influence witnesses improperly, or knowingly providing false or misleading information during the conduct process.

- q. **Abuse of University Resources:** Misusing, damaging, or interfering with any university-provided resource or service, including technological systems (e.g., email, learning platforms, networks), physical facilities, equipment, or services provided to students. This includes unauthorized access, disruption of services, excessive or inappropriate use, or use that violates university policies or impairs the access or use of others.
- r. **Alcohol and Drug Violations:** A student violates this provision if they use, possess, distribute, or consume alcohol on university property without authorization; possess or consume alcohol while under the legal drinking age or provide alcohol to someone underage; engage in alcohol- or drug-related misconduct, including public intoxication, driving under the influence, or driving while intoxicated; use, possess, or distribute illegal drugs or drug paraphernalia; sell or distribute any drug without authorization. Texas law controls what constitutes an illegal drug under this provision.

## VII. Sanctions

Possible sanctions for misconduct include, but are not limited to: written warnings; educational assignments; no-contact directives; loss of privileges; probation; community service; restitution or reimbursement; suspension of rights and privileges, including, but not limited to, participation in athletic or extracurricular activities; academic sanctions; withholding of grades, official transcripts, and/or degrees; bar against readmission; prohibition from entering or residing in student housing; suspension; expulsion; or other sanctions deemed appropriate under the circumstances.

## VIII. Standard of Evidence

The standard for determining whether a violation has occurred is the preponderance of the evidence. This means the evidence must show that it is more likely than not that a violation occurred. Decision-makers shall consider the totality of the circumstances to assess whether the evidence meets this standard.

The formal rules of evidence do not apply to the process outlined in this rule, as it is not a formal legal proceeding.

## **IX. The Student Conduct Process and Law Enforcement**

UATX's conduct process is separate from any civil or criminal proceedings. Students may decline to participate if answering would jeopardize a criminal case; however, UATX officials may still make a decision based on the available evidence.

## **X. Reporting Possible Misconduct**

Anyone who believes a student or applicant has violated university policy should report the matter to the University Dean. Reports may be submitted in person, via email, or by using the "Report a Concern" link on UATX's website. While anonymous reports are accepted, the inability to identify the source may impede a comprehensive investigation.

## **XI. Behavioral Misconduct Process**

Within three days of receiving a report of potential prohibited conduct, the University Dean or their delegate will review the matter to determine the appropriate course of action, which may include:

1. Referral to the Conduct Officer for investigation
2. Dismissal
3. Informal Resolution
4. Referral to another UATX official
5. Referral to academic or health support resources

The University Dean shall notify the Dean over the Respondent's degree program of this initial assessment.



## XII. Investigation

Within three days of receiving a referral from the University Dean, the Conduct Officer must notify the Respondent in writing that an investigation is underway. This notice must summarize the allegations. The Conduct Officer must also include a copy of this rule.

The Conduct Officer will schedule a meeting or call with the Respondent to discuss the allegations. If the student does not appear or otherwise participate without good cause, the investigation may proceed without their input. The Conduct Officer may also request documents, pose written questions, gather other relevant evidence, and conduct interviews with witnesses.

At any time, the Conduct Officer may recommend that the University Dean dismiss the matter or resolve it outside of the formal student conduct process. Within five days of the initial notice to the Respondent, the Conduct Officer shall issue a report and recommendation, including factual findings, a determination of whether a violation occurred under the preponderance of the evidence standard, and a proposed sanction, if applicable. The report must be sent to the Respondent and the University Dean. The report must explain the student's right to contest an adverse outcome.



## XIII. Contesting the Report and Recommendation

**Minor Sanction:** If the Conduct Officer proposes a Minor Sanction, the Respondent may submit a written response to the University Dean within three days of receiving the report. Failure to submit a timely response constitutes a waiver of the right to contest. The Conduct Officer may submit a reply if needed. The University Dean shall issue a decision within three days of receiving the student's response. Any sanction imposed shall take effect after the expiration of the three-day appeal window to seek review by the Disciplinary Council, unless an appeal is filed. If an appeal is timely submitted, any sanction shall be stayed pending resolution of the appeal by the Disciplinary Council.

The Respondent may appeal the University Dean's decision by submitting a written appeal to the Disciplinary Council. Appeals may be filed on one or more of the following grounds:

1. **Material Procedural Error:** A procedural error occurred that materially affected the outcome.
2. **New Evidence:** New evidence that was not reasonably available at the time the determination regarding responsibility was made, and that could affect the outcome of the matter.
3. **Misapplication of Standard of Proof:** The preponderance of the evidence standard was misapplied.
4. **Conflict of Interest or Bias:** Involvement of a biased or conflicted individual compromised fairness.
5. **Disproportionate Sanction:** The punishment imposed is unduly harsh relative to the violation.
6. **Violation of the UATX Bill of Rights:** The outcome infringes upon a right specifically protected under the Constitution's Bill of Rights.

A student must cite a specific ground(s) for appeal and include supporting evidence. A student may appeal only the final decision of the University Dean and may do so only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals. Failure to submit a timely appeal constitutes a waiver of the right to contest.

The appeal must be submitted to the Disciplinary Council, copying the Conduct Officer and University Dean, within three days of the Respondent receiving the University Dean's decision. The Conduct Officer may submit a written response to the appeal within three days of receiving it. The Disciplinary Council shall have three days from receipt of the Conduct Officer's response to accept, modify, or reject the University Dean's decision, or to remand for further proceedings. If no action is taken within that timeframe, the appeal is deemed denied, and the University Dean's decision is adopted as final. In such cases, the University Dean will notify the parties in writing that the appeal period has lapsed and the University Dean's decision is final. The sanction then goes into immediate effect.

**Major Sanction:** If the Conduct Officer proposes a Major Sanction, the student may contest the report and recommendation at a hearing. To proceed to a hearing, the student must submit a written election form within three days of receiving the report and recommendation. The Respondent must submit their election to the University Dean and Conduct Officer via email using a pre-approved form provided by the Conduct Officer. Any sanction imposed in the report shall take effect after the expiration of the three-day window to submit an election form, unless an election form is timely filed. If an election form is timely submitted, any sanction shall be stayed pending resolution of the hearing. Failure to submit a timely election form constitutes a waiver of the right to contest.

## XIV. Hearing Procedures

A hearing before the University Dean shall occur within seven days of the Respondent's timely submission of the election form. Hearings are conducted virtually and will be recorded with transcription provided if possible. The University Dean will notify the Respondent of the hearing date, time, and access instructions. The University Dean shall also provide a link to a shared folder for document uploads. The Respondent is responsible for informing their witnesses and ensuring their availability.

The Respondent is permitted to have an advisor attend the hearing to provide guidance and support.

At least two days before the hearing, the Respondent must upload to the shared folder linked in the notice of hearing (1) a written response to the report and recommendation, (2) any evidence for consideration, and (3) a list of intended witnesses. The Conduct Officer may submit a rebuttal and any additional exhibits within one day of receiving the Respondent's materials.

During the proceeding, the University Dean may impose and enforce reasonable time limits to ensure a focused and efficient hearing.

## Hearing Format

1. The University Dean introduces the case, confirms the contest, and outlines procedures.
2. Conduct Officer presents the report and recommended sanction.
3. Respondent may present their oral argument.
4. The Conduct Officer may question the Respondent.
5. Respondent may call witnesses.
6. The Conduct Officer may question the Respondent's witnesses.
7. The Conduct Officer may offer rebuttal evidence.
8. Respondent may respond to the rebuttal.
9. Closing statements.
10. Hearing concludes.

Within three days of the hearing's conclusion, the University Dean will issue a written decision and notify the Respondent accordingly. Any sanction imposed shall take effect after the expiration of the three-day appeal window, unless an appeal is filed. If an appeal is timely submitted, any sanction shall be stayed pending resolution of the appeal by the Disciplinary Council.

## XV. Appeal

The Respondent or Conduct Officer may submit a written appeal to the Disciplinary Council within three days of receipt of the University Dean's decision. The Respondent and/or Conduct Officer may appeal the University Dean's decision by submitting a written appeal to the Disciplinary Council. Appeals may be filed on one or more of the following grounds:

1. **Material Procedural Error:** A procedural error occurred that materially affected the outcome.
2. **New Evidence:** New evidence that was not reasonably available at the time the determination regarding responsibility was made, and that could affect the outcome of the matter.
3. **Misapplication of Standard of Proof:** The preponderance of the evidence standard was misapplied.
4. **Conflict of Interest or Bias:** Involvement of a biased or conflicted individual compromised fairness.
5. **Disproportionate Sanction:** The punishment imposed is unduly harsh relative to the violation.
6. **Violation of the UATX Bill of Rights:** The outcome infringes upon a right specifically protected under the Constitution's Bill of Rights.

An appealing party must cite to a specific ground(s) for appeal and include supporting evidence. An appealing party may appeal only the final decision of the University Dean and may do so only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals. Failure to submit a timely appeal constitutes a waiver of the right to contest.

The Disciplinary Council then has five days from the receipt of the written appeal to accept, modify, or reject the University Dean's decision, or to remand for further proceedings. If no action is taken within that timeframe, the appeal is deemed denied, and the University Dean's decision is adopted as final. In such cases, the University Dean will notify the parties in writing that the appeal period has lapsed and the University Dean's decision is final. The sanction then goes into immediate effect.

A Respondent or Conduct Officer may appeal only the final decision of the University Dean and may do so only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals.

## XVI. Discretionary Constitutional Review

In the event a student receives a major institutional sanction—suspension, expulsion, termination of employment, or the withholding of a degree—and believes the sanction violated the UATX Bill of Rights, they may petition the Adjudicative Panel for discretionary review pursuant to Article IV of the Constitution. Such a petition must be submitted within 14 days of receiving notice of the final decision of the Disciplinary Council. The submission must be made in accordance with the Panel's rules of procedure, which are listed on UATX's website along with this rule. The Adjudicative Panel may decline to hear a petition without explanation. If it elects to proceed, its opinion will be binding and may include recommendations regarding further institutional action.

The applicable sanction remains in effect while the case is under consideration by the Panel.

A student may request discretionary review of only the final decision of the Disciplinary Council and may do so only once.

## XVII. Academic Misconduct Process

**Informal Faculty Resolution:** Upon observing or receiving credible evidence of academic misconduct, a faculty member may directly address the issue with the student and assign a grade of zero for the relevant assignment, exam, or project. When addressing the matter with the student, the faculty should provide constructive feedback to the student.

The student has three days from the date of the faculty member's decision to request in writing that the relevant Dean review the matter. The Dean will review the request and render a final, non-appealable decision within three days. Both the faculty member and the Dean must inform the University Dean of the resolution for record-keeping purposes.

**Severe Cases of Academic Misconduct:** In cases where the academic misconduct is egregious, repeated, or otherwise deserving of the formal process, faculty shall report the conduct to the University Dean for further action. The Dean will initiate the same procedures outlined above for behavioral misconduct.

## XVIII. Interim Actions

A student's default status during the conduct process is to remain enrolled and engaged in their academic coursework. However, in certain circumstances, UATX officials may determine that precautionary interim actions are necessary to protect the physical safety and well-being of individuals or the campus community. Interim actions may include, but are not limited to:

1. No-contact directives
2. Temporary removal from classes or activities
3. Restrictions on access to facilities or programs
4. Removal from UATX housing
5. Interim suspension

These measures are not disciplinary and do not constitute a finding of responsibility. Only the President and the University Dean, with the President's authorization, may issue an interim action to a student. Interim actions take effect immediately upon issuance of a written notice to the student. The notice must include the nature of the conduct alleged to have caused the interim action and information about the student's rights to challenge an interim action.

A student subject to interim actions may contest the action in writing to the President within three days of receiving notice. The President shall review the materials provided and may modify, uphold, or lift the interim action. The interim action remains in place during the President's review.

An interim action automatically terminates at the conclusion of the conduct process.

## **XIX. Confidentiality**

All proceedings under this rule are confidential to the extent possible under law, rule, or regulation.

## **XX. Constructive Notice**

Students have a responsibility to know the rules that govern their conduct at UATX. Students are deemed to have constructive knowledge of this rule and any others that are publicly available to them.

## **XXI. Notice**

University Officials charged with enforcing this rule shall send all required notifications to students using the email address on file with UATX. An email sent to an address listed in UATX's records will constitute full and adequate notice. Failure to provide and/or maintain current email addresses or failure to open an e-mail message does not excuse a student from adhering to the requirements and deadlines set out in this rule.



## Prohibition Against Sexual Misconduct

### I. Preamble

At UATX, we prepare the next generation of courageous leaders and citizens for the world. That mission relies on a campus culture grounded in respect, integrity, and accountability. Maintaining that culture means setting clear expectations for conduct. UATX prohibits all forms of sexual misconduct—including sexual harassment, sexual assault, dating violence, and stalking. This behavior violates our values and has no place in our community. We also prohibit retaliation against anyone who reports sexual misconduct or participates in a related investigation or resolution process in good faith.

UATX adopts this rule in accordance with the Texas Education Code and the Texas Administrative Code. The rule protects the right of any victim of sexual misconduct to report the incident to the university and receive a prompt, fair, and transparent resolution.

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While the University of Austin does not accept federal funding and is therefore not subject to the mandates of Title IX of the Education Amendments of 1972, our sexual misconduct policies are designed to meet or exceed the standards set by the Texas Education Code. These state requirements ensure that students have the right to report sexual harassment, sexual assault, dating violence, and stalking, and to receive a fair, prompt, and equitable resolution process.

### II. Scope

This rule applies to all students, faculty, staff, and third parties engaged in university programs or activities, regardless of location.

### III. Safety, Assistance, and Accommodations

UATX encourages individuals impacted by sexual misconduct—including sexual assault, sexual harassment, dating violence, or stalking—to prioritize their safety, health, and well-being. In an emergency, individuals should call 911 and contact UATX’s Director of Security.

If medical care is needed, individuals are strongly encouraged to seek treatment as soon as practicable. Prompt hospital visits are important in cases of sexual assault not only for addressing physical injuries but also for preserving forensic evidence, which may be helpful if legal action is pursued. It is also important to preserve any evidence in your possession, such as clothing, messages, photos, or other items, which may be relevant to understanding or documenting the incident. A Sexual Assault Forensic Exam (SAFE) can typically be conducted within 120 hours of the incident at an emergency room or designated facility. Local facilities offering SAFE exams include St. David’s Medical Center (919 E. 32nd St., Austin, Texas, (512) 476-7111) and Dell Seton Medical Center at The University of Texas (1500 Red River St., Austin, Texas, (512) 324-7000).

UATX’s Sexual Misconduct Response Coordinator (SMRC) can assist individuals in identifying care providers, understanding their options, and arranging appropriate accommodations. Accommodations may include changes to housing, transportation, or work arrangements. In accordance with Texas Education Code § 51.282(e)(2), any student who is the Complainant or Respondent in a pending sexual misconduct case under this rule may request to drop a course in which both parties are enrolled. If such a request is granted, the student shall be allowed to withdraw from the course without academic penalty, and the withdrawal shall not be noted as a disciplinary action.

UATX does not operate an on-campus counseling center but shall ensure that both Complainants and Respondents have equal access to referrals for medical or mental health services following a report of sexual misconduct. UATX may refer both parties to the same off-campus clinic or provider group, provided that different practitioners are assigned to each party and no provider offers services to both individuals in the same matter.

Individuals may also request a list of local support resources from the SMRC. UATX will work to facilitate timely access to care, but does not mandate treatment or prescribe specific providers.

Outside of seeking medical care, a victim of a crime should consider whether to report the incident to law enforcement. UATX respects a victim's right to choose whether to report the crime to law enforcement, to be assisted by UATX in reporting the crime to law enforcement, or to decline to report the crime to law enforcement. However, in limited circumstances—such as where there is a serious or ongoing threat to the safety of the campus community, a legal obligation to report, or evidence of repeated or escalating harm—UATX may notify police.

## IV. Definitions

1. **Advisor:** A Respondent may have a single advisor accompany them to a hearing to provide guidance and support. An advisor cannot directly participate in the hearing unless explicitly allowed under this rule. If an advisor becomes disruptive, they may be muted or removed from the hearing. An advisor may be anyone except a student or employee implicated in the same disciplinary matter as the respondent, a witness in the hearing, or a member of UATX leadership. A Respondent or Complainant must execute the necessary privacy authorizations before their advisor may join the hearing.
2. **Complainant:** An individual who was alleged to be the victim of prohibited conduct under this rule.

3. **Conduct Officer:** A Conduct Officer investigates the facts and circumstances underlying a report of misconduct, assesses whether evidence supports a finding that it is more likely than not that the misconduct occurred, and proposes an appropriate sanction if needed. The President shall appoint one or more Conduct Officers to investigate allegations of misconduct under this rule. Conduct Officers serve at the pleasure of the President.
4. **Confidential Employee:** One or more employees designated by UATX whom a student may speak confidentially concerning sexual harassment, sexual assault, dating violence, and stalking.
5. **Constitution or UATX Constitution:** The formally adopted version of the Constitution of the University of Austin.
6. **Disciplinary Council:** The President, Provost, and Deans shall together constitute the Disciplinary Council, with the President serving as chair, which may hear appeals.
7. **Formal Complaint:** A written document filed by a Complainant or the SMRC that initiates a formal grievance process related to allegations of prohibited conduct.
8. **Hearing:** A structured adjudicative process used to determine whether a rule violation occurred and, if applicable, what sanction is appropriate.
9. **Hearing Officer:** A Hearing Officer presides over a hearing. The President shall appoint one or more Hearing Officers as needed. Hearing Officers serve at the pleasure of the President.
10. **Interim Action:** A temporary, non-disciplinary measure imposed to protect the safety, well-being, or rights of any individual or the University community before the processes outlined in this rule come to a conclusion.
11. **Major Sanction:** A sanction of suspension, expulsion, termination of employment, or withholding of a degree.
12. **Minor Sanction:** A sanction that does not involve suspension, expulsion, termination of employment, or withholding of a degree.
13. **Respondent:** A person accused of conduct in violation of this rule.

14. **Sexual Misconduct Response Coordinator (SMRC):** A designated employee responsible for overseeing UATX's compliance with laws, rules, and regulations prohibiting sexual misconduct. The President shall appoint an SMRC. The President or SMRC may designate additional employees to serve as deputies to the SMRC, as needed. The SMRC and Deputy SMRC serve as the functional equivalents of a Title IX coordinator and deputy Title IX Coordinator under Texas law.

## V. Prohibited Conduct

UATX strictly prohibits the following types of behaviors. Those determined to have engaged in this misconduct may be subject to sanctions, up to permanent separation from UATX.

### 1. Sexual Harassment

Unwelcome, sex-based verbal or physical conduct that:

- a. in the employment context, unreasonably interferes with a person's work performance or creates an intimidating, hostile, or offensive work environment;
- b. in the education context, is sufficiently severe, persistent, or pervasive that it interferes with a student's ability to participate in or benefit from educational programs or activities at a postsecondary educational institution; or
- c. conditions the provision of university aid, benefit, service, or terms of employment or educational experience on an individual's participation in unwelcome sexual conduct.

Speech and expression do not constitute actionable sexual harassment unless it meets these definitions.

### 2. Sexual Assault

Any offense that meets the definition of rape, fondling, incest, or statutory rape as defined in the FBI's Uniform Crime Reporting program.

- a. **Rape:** Penetration, however slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without consent.
- b. **Fondling:** Touching of the private body parts of another person for sexual gratification, without consent.
- c. **Incest:** Sexual intercourse between persons who are related within the degrees prohibited by law.
- d. **Statutory Rape:** Sexual intercourse with a person under the statutory age of consent.

Consent is a knowing, voluntary, and mutual agreement to engage in sexual activity. It must be communicated clearly through words or actions and must demonstrate a willingness to participate in each specific act.

Consent is not valid if obtained through force, threats, or coercion. A person cannot give consent if they are:

- a. Under the legal age of consent;
- b. Unconscious, asleep, or otherwise physically unable to communicate;
- c. Unaware that the sexual activity is occurring; or
- d. Subject to pressure or exploitation by a person in a position of authority (including University officials or employees acting within the scope of their responsibilities).

### 3. Dating Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. It includes sexual or physical abuse or threats of such abuse.

### 4. Stalking

A course of conduct directed at a specific person that would cause a reasonable person to fear for their safety or the safety of others, or suffer substantial emotional distress.

Allegations involving prohibited conduct are resolved through the grievance procedures set forth in the section titled Process for Allegations of Prohibited Conduct (Section X).

## **VI. Other Misconduct Prohibited Under this Rule**

In addition to Prohibited Conduct, the following acts of misconduct are prohibited. Those determined to have engaged in this misconduct may be subject to sanctions, up to permanent separation from UATX.

1. **Discrimination Based on Sex or Gender:** Disparate treatment of an individual on the basis of sex or gender—including, but not limited to, sexual orientation or pregnancy status—that adversely affects the terms and conditions of the individual’s employment or substantially interferes with the individual’s access to educational programs or benefits.
2. **Retaliation:** Any materially adverse action taken against an individual for reporting or participating in an investigation of alleged misconduct in good faith. This includes intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by law, rule, or this policy.
3. **Failure to Adhere to Interim Measures:** Noncompliance with temporary, university-imposed actions designed to protect the safety, well-being, or rights of an individual or the community. This includes violating no-contact directives, restricted access orders, or interim suspensions.
4. **Failure to Report Prohibited Conduct:** An employee’s knowing failure to make a required report of sexual harassment, sexual assault, dating violence, or stalking involving a student or employee. Under Texas Education Code § 51.252, employees must promptly report such incidents to the SMRC or deputy SMRC if they witness or receive information about them, regardless of when or where the incident occurred.
5. **Providing False Information or Interfering with Investigations:** Knowingly making materially false statements, obstructing the investigative process, or tampering with evidence in a misconduct proceeding. This includes misrepresenting facts to the SMRC, Conduct Officer, Hearing Officer, Disciplinary Council, or Adjudicative Panel as well as submitting fabricated evidence, coercing or attempting to influence witnesses, or engaging in other acts intended to mislead or disrupt the integrity of the process.
6. **Prohibited Employee-Student Relationship:** Romantic or sexual relationships between employees and enrolled students are prohibited, regardless of consent or supervisory role.

Allegations involving misconduct under this section are resolved through the grievance procedures set forth in the section titled Process for Allegations of Other Misconduct Under this Rule (Section XI).



If a case involves both prohibited conduct and misconduct under this section, the entire matter shall be resolved using the grievance process for prohibited conduct.

## VII. Standard of Evidence

The standard for determining whether a violation has occurred is the preponderance of the evidence. This means the evidence must show that it is more likely than not that a violation occurred. Decision-makers shall consider the totality of the circumstances to assess whether the evidence meets this standard.

The formal rules of evidence do not apply to the process outlined in this rule, as it is not a formal legal proceeding.

## VIII. Sanctions

Possible sanctions for violation of this rule include, but are not limited to: written warnings; educational assignments; no-contact directives; loss of privileges; probation; community service; restitution or reimbursement; suspension of rights and privileges; prohibition from entering or residing in student housing; suspension; expulsion; termination of employment; or other sanctions deemed appropriate under the circumstances.

## IX. Reporting

UATX encourages anyone who has experienced, witnessed, or knows of misconduct to report it. Reports may be submitted via email ([compliance@uaustin.org](mailto:compliance@uaustin.org)), to the SMRC or deputy SMRC in person, or through the “Report a Concern” link on UATX’s website.

Reporting allows the University to connect individuals with support services, assess safety risks, and determine appropriate next steps. Anyone—regardless of whether they are directly involved in the incident—may submit a report. Anonymous reports are accepted, using the “Report a Concern” link on UATX’s website, though anonymity may limit the University’s ability to take further action.

Under Texas Education Code § 51.252, employees who witness or otherwise learn about an incident of sexual harassment, sexual assault, dating violence, or stalking involving a student, faculty member, or staff member must promptly report it to the SMRC or deputy SMRC in person, via email ([compliance@uaustin.org](mailto:compliance@uaustin.org)), or through the “Report a Concern” link on UATX’s website.

Failure to comply with mandatory reporting obligations may result in legal and institutional consequences. Texas Education Code § 51.255 makes it a crime to knowingly fail to report. Section 51.255 also mandates that UATX shall terminate the employment of any employee determined, through established disciplinary procedures, to have committed such an offense.

No employee is required to make a report under this section concerning (1) an incident in which the employee was a victim of sexual harassment, sexual assault, dating violence, or stalking; or (2) an incident about which the employee received information as part of a public awareness event related to sexual misconduct sponsored by UATX or a student organization.

An enrolled student is not required to report an incident of sexual harassment, sexual assault, dating violence, or stalking. A student who reports such an incident to UATX, a health care provider, a law enforcement agency, or another third party is entitled to accommodations as necessary. Please contact the SMRC to learn more about accommodations.

UATX has designated one or more employees as persons to whom students may speak confidentially concerning sexual harassment, sexual assault, dating violence, or stalking. Absent the student's consent, these confidential employees will only report the type of incident disclosed and must not include information that would violate the student's expectation of privacy. A list of confidential employees and other confidential resources can be found on UATX's website.

## **X. Process for Allegations of Prohibited Conduct**

### **1. Initial Review**

After receiving a report of alleged prohibited conduct, the SMRC, with assistance from the General Counsel, conducts an initial review to determine whether the report implicates this rule, requires referral to other officials for processing, should be referred for informal resolution, or can be closed without further action.

If the allegations fall under the rule, the SMRC will contact the potential victim, referred to herein as a Complainant, to offer supportive measures and resources as well as gather information about what, if anything, occurred.

If a Complainant wishes to pursue a grievance related to the alleged prohibited conduct, they may submit a formal complaint to the SMRC. Formal complaints must name a Respondent and describe conduct that, if true, would violate this rule. The SMRC may also initiate a formal complaint when necessary.

Within two days of receiving a formal complaint, the SMRC must either (1) refer the matter to a Conduct Officer, (2) dismiss the complaint, in whole or in part, or (3) refer the matter to another official for processing under a different rule.

If the complaint is dismissed in whole or in part, the SMRC shall notify the Complainant in writing and inform them of their right to appeal the dismissal. A Complainant may submit a written appeal to the Disciplinary Council within five days of receiving the dismissal notice. Failure to submit a timely appeal constitutes a waiver of the right to contest. A Complainant may appeal a dismissal decision of the SMRC only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals.

The Complainant may appeal the SMRC's decision on one or more of the following grounds:

1. **Material Procedural Error:** A procedural error occurred that materially affected the outcome.
2. **New Evidence:** New evidence that was not reasonably available at the time the determination regarding dismissal was made, and that could affect the outcome of the matter.
3. **Conflict of Interest or Bias:** Involvement of a biased or conflicted individual compromised fairness.
4. **Violation of the UATX Bill of Rights:** The outcome infringes upon a right specifically protected under the Constitution's Bill of Rights.

A Complainant must cite a specific ground(s) for appeal and include supporting evidence.

Upon receiving an appeal, the Disciplinary Council shall determine whether a written response from the SMRC is necessary. If no response is requested, the Council shall issue a decision within five days of receiving the appeal. If a response is requested, the Council shall issue a decision within five days of receiving the SMRC's response. The Council may affirm, modify, overturn, or remand the dismissal decision. If the Disciplinary Council does not act within the specified timeframe, the appeal shall be deemed denied. In such cases, the SMRC will notify the Complainant in writing that the appeal period has lapsed and the dismissal decision is final.

## **2. Interim Action**

In rare instances, UATX officials may need to impose interim actions to protect a victim, witness, or others from physical harm or retaliation. An interim action is a temporary, non-disciplinary measure imposed against a Respondent to protect the safety or rights of any individual or the University community before the processes outlined in this rule come to a conclusion.

Interim actions may include no-contact directives, temporary removal from classes or housing, restrictions on facility access, or interim suspension. These are precautionary and non-disciplinary.

The President or SMRC, after consulting with the President, may impose interim actions. Respondents will receive written notice outlining the reasons for the interim action and notice of the process to challenge it.

A Respondent may contest interim actions in writing to the President within three days of being notified of the interim action. The interim action remains in effect pending review and will terminate automatically at the conclusion of the process outlined in this rule. The President shall notify the Respondent if the interim action is affirmed, lifted, or modified.

Nothing in this section or rule limits or prevents UATX from placing an employee on investigative leave, administrative leave, or modified job assignment pending the resolution of a matter. Decisions to place an employee on leave are unappealable.

## **3. Grievance Procedures**

If a formal complaint is lodged and not otherwise disposed of as described above, the SMRC shall refer the matter to a Conduct Officer for investigation. The SMRC shall provide notice to both the Complainant and Respondent of the referral, which will include the formal complaint, instructions on how to access the shared folder for use during the matter, and their rights under this rule.

The Conduct Officer shall interview the Complainant and Respondent and offer them the opportunity to provide a list of potential witnesses and evidence. If the Conduct Officer is unable to interview either party due to factors outside the Conduct Officer's control, or either party otherwise fails to participate without good cause, the Conduct Officer may proceed with the investigation based on the available information.

At any time, the Conduct Officer may recommend that the SMRC dismiss the matter. The SMRC shall respond to the recommendation within three days of receiving it.

Within seven days of receiving the referral, the Conduct Officer shall issue a draft report and recommendation. The report shall include findings of fact, a determination using the preponderance of the evidence standard, and, if applicable, a proposed sanction. Both parties shall receive access to the relevant evidence underlying the report and recommendation. The parties have seven days to submit a written response to the Conduct Officer, if they choose. After considering the parties' responses, the Conduct Officer shall issue a final report to the parties as well as the SMRC.

If either party wishes to challenge the Conduct Officer's final report and recommendation, they may request a hearing. Such a request must be submitted in writing to the SMRC within three days of receiving the final report. Failure to submit a timely request for a hearing will waive the party's right to further contest the Conduct Officer's findings. If no hearing request is received by the SMRC before the deadline, the Conduct Officer's findings become final, and the sanctions, if any, go into effect immediately.

## **4. Hearing Procedures**

Upon receiving a timely hearing request, the SMRC will request that the President or his designee appoint a Hearing Officer. The President or his designee shall select a Hearing Officer within two days of receiving the SMRC's request.

Within two days of the appointment, the Hearing Officer shall notify the parties of the hearing date, time, and login information for the hearing. The hearing will be conducted remotely.

At least three days before the hearing, each party must upload to the shared folder:

1. All evidence the party intends to introduce.
2. A list of anticipated witnesses, including a brief summary of their expected testimony.  
The parties are responsible for notifying and securing the attendance of their own witnesses.
3. The necessary privacy authorizations for their advisor, if applicable.

Any request to reschedule a hearing must be submitted at least 48 hours before the scheduled hearing time, unless justified by an emergency.

Each party may be accompanied at the hearing by an advisor of their choice. If a party has an advisor, the advisor may conduct questioning of the other party and witnesses, subject to rulings by the Hearing Officer. If a party would like an advisor but does not have one, the University will appoint one upon request, at no cost to the party. Requests for a University-provided advisor must be made in writing to the SMRC at least five days before the hearing. If a party chooses not to have an advisor, they may question witnesses themselves, but may not directly question the other party. An unrepresented party may submit written questions to the Hearing Officer to be asked on their behalf, subject to rulings by the Hearing Officer. The Hearing Officer may allow reasonable breaks so the unrepresented party may formulate follow-up questions to submit to the Hearing Officer to ask on their behalf.

At the hearing, the Hearing Officer will:



1. Open the hearing, explain the procedures, and notify the parties of their rights under the rule;
2. Allow each party and the Conduct Officer to make brief opening statements;
3. Ensure both parties have an opportunity to present evidence and question witnesses through the methods set out above;
4. Make rulings on relevance and procedural matters; and
5. Maintain order and enforce reasonable time limits to ensure a focused and fair proceeding.

The Hearing Officer may pose questions to any party or witness and may exclude any questioning, evidence, or witness testimony that is irrelevant, harassing, or unduly repetitive. The Hearing Officer may exclude testimony or fashion other remedies in the event a party or witness refuses to be cross-examined.

The hearing will be recorded. The Hearing Officer (or designee) shall upload the recording and transcript, if available, to the shared folder within two days of the hearing's conclusion.

Within five days after the hearing, the Hearing Officer shall issue a written decision including: findings of fact; a determination whether a rule violation occurred using the preponderance of the evidence standard; any remedies necessary to restore the Complainant's access to the education program or activity or workplace; a sanction, if necessary; and notice of each party's right to appeal to the Disciplinary Council.

Any sanction imposed shall take effect after the expiration of the five-day appeal window to seek review by the Disciplinary Council, unless an appeal is filed. If an appeal is timely submitted, any sanction shall be stayed pending resolution of the appeal by the Disciplinary Council.



Either party may appeal a Hearing Officer's determination. The appeal must be submitted to the Disciplinary Council—with a copy to the SMRC, Conduct Officer, and nonappealing party—within five days of notification of the Hearing Officer's decision. An appealing party may appeal only the final decision of the Hearing Officer and may do so only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals. Failure to timely appeal waives the right to contest the Hearing Officer's decision.

## 5. Appeal Procedures

Appeals may be filed on one or more of the following grounds:

1. **Material Procedural Error:** A procedural error occurred that materially affected the outcome.
2. **New Evidence:** New evidence that was not reasonably available at the time the determination regarding responsibility was made, and that could affect the outcome of the matter.
3. **Misapplication of Standard of Proof:** The preponderance of the evidence standard was misapplied.
4. **Conflict of Interest or Bias:** Involvement of a biased or conflicted individual compromised fairness.
5. **Disproportionate Sanction:** The punishment imposed is unduly harsh relative to the violation.
6. **Violation of the UATX Bill of Rights:** The outcome infringes upon a right specifically protected under the Constitution's Bill of Rights.

An appealing party must cite to a specific ground(s) for appeal and include supporting evidence. The nonappealing party and Conduct Officer may submit a written response within five days of receiving notice of the appeal.

The Disciplinary Council shall review the appeal and issue a written decision to the parties within five days of the expiration of the deadline to file a response. The Council may accept, modify, or reject the Hearing Officer's decision, or remand for further proceedings. If no action is taken within that timeframe, the appeal is deemed denied, and the Hearing Officer's decision is adopted as final. In such cases, the SMRC will notify the parties in writing that the appeal period has lapsed and the decision is final. The sanction then goes into immediate effect.

## **6. Discretionary Constitutional Review**

In the event a student or faculty member receives a major institutional sanction—suspension, expulsion, termination of employment, or the withholding of a degree—and believes the sanction violated the UATX Bill of Rights, they may petition the Adjudicative Panel for discretionary review pursuant to Article IV of the Constitution. Such a petition must be submitted within 14 days of receiving notice of the final decision of the Disciplinary Council. The submission must be made in accordance with the Panel's rules of procedure, which are listed on UATX's website along with this rule.

If the contested sanction arises from a finding of sexual assault, sexual harassment, dating violence, or stalking, the Complainant may choose to participate in the proceeding before the Adjudicative Panel as outlined in the Constitution.

The Adjudicative Panel may decline to hear a petition without explanation. If it elects to proceed, its opinion will be binding and may include recommendations regarding further institutional action.

A student or faculty member may request discretionary review of only the final decision of the Disciplinary Council and may do so only once.

The applicable sanction remains in effect while the case is under consideration by the Panel.

# XI. Process for Other Misconduct Under this Rule

This section sets out the process for allegations of discrimination based on sex or gender, retaliation, failure to adhere to interim measures, failure to report, providing false information, interfering with an investigation or resolution process, and prohibited employee-student relationships.

## 1. Initial Review

When concerns arise about an at-will employee engaging in misconduct under this section—such as sex- or gender-based discrimination, retaliation, failure to adhere to interim measures, failure to report, providing false information, interfering with an investigation or resolution process, or engaging in a prohibited employee-student relationship—the reporting party shall promptly submit the report to [compliance@uaustin.org](mailto:compliance@uaustin.org), to the SMRC in person, or via the “Report a Concern” link on the UATX website. The SMRC will coordinate with the General Counsel and other relevant officials to investigate the matter, address any misconduct promptly, and, if appropriate, issue disciplinary action. Employment actions taken against an at-will employee in response to this type of misconduct are final and not subject to appeal.

When concerns arise about a faculty member (serving with a fixed term) or student committing misconduct under this section, the report shall be promptly provided to the SMRC to conduct an initial review and determine whether the report warrants further action.

If the report does not warrant further action, the SMRC shall close the matter and document the rationale. If further action is warranted, the SMRC shall refer the matter to a Conduct Officer for investigation. The SMRC shall provide notice to the Respondent of the referral, which will include the allegations, instructions on how to access the shared folder for use during the matter, and their rights under this rule.

## 2. Investigation

The Conduct Officer shall interview the Respondent and offer them the opportunity to provide a list of potential witnesses and evidence. If the Conduct Officer is unable to interview the Respondent due to factors outside the Conduct Officer's control, or the Respondent otherwise fails to participate without good cause, the Conduct Officer may proceed with the investigation based on the available information.

At any time, the Conduct Officer may recommend that the SMRC dismiss the matter or resolve it outside of the formal process. The SMRC shall respond to the recommendation within three days of receiving it.

Within seven days of receiving the referral, the Conduct Officer shall issue a draft report and recommendation. The report shall include findings of fact, a determination using the preponderance of the evidence standard, and, if applicable, a proposed sanction. The Respondent shall be given access to the relevant evidence underlying the report and recommendation. The Respondent shall have seven days to submit a written response to the Conduct Officer, if they choose. After considering the Respondent's response, the Conduct Officer shall issue a final report to the Respondent as well as the SMRC.

Any sanction imposed in the report and recommendation shall take effect after the expiration of the applicable appeal window set out below, unless an appeal is filed. If an appeal is timely submitted, the sanction shall be stayed pending resolution of the appeal.

## 3. Contesting the Report and Recommendation

**Minor Sanction:** If the Conduct Officer proposes a minor sanction, the Respondent may appeal to the Disciplinary Council. Appeals may be filed on one or more of the following grounds:

1. **Material Procedural Error:** A procedural error occurred that materially affected the outcome.
2. **New Evidence:** New evidence that was not reasonably available at the time the determination regarding responsibility was made, and that could affect the outcome of the matter.
3. **Misapplication of Standard of Proof:** The preponderance of the evidence standard was misapplied.
4. **Conflict of Interest or Bias:** Involvement of a biased or conflicted individual compromised fairness.
5. **Disproportionate Sanction:** The punishment imposed is unduly harsh relative to the violation.
6. **Violation of the UATX Bill of Rights:** The outcome infringes upon a right specifically protected under the Constitution's Bill of Rights.

The Respondent must cite to a specific ground(s) for appeal and include supporting evidence.

The appeal must be submitted to the Disciplinary Council, copying the Conduct Officer and SMRC, within three days of receiving the Conduct Officer's final report. Failure to submit a timely appeal will waive the Respondent's right to further contest the Conduct Officer's findings. If the written appeal is not received before the deadline, the Conduct Officer's findings become final, and the sanctions go into effect immediately.

The Conduct Officer may submit a written response to the appeal within three days of receiving the appeal. The Disciplinary Council shall have five days from receipt of the Conduct Officer's response to accept, modify, or reject the Conduct Officer's report, or to remand for further proceedings. If no action is taken within that timeframe, the appeal is deemed denied, and the Conduct Officer's decision is adopted as final. In such cases, the SMRC will notify the parties in writing that the appeal period has lapsed and the decision is final. The sanction then goes into immediate effect.

A faculty member or student may appeal only the final report of the Conduct Officer and may do so only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals.

**Major Sanction:** If the Conduct Officer proposes a major sanction, the Respondent may challenge the report and recommendation at a hearing. A hearing request must be submitted in writing to the SMRC within three days of receiving the final report. Failure to submit a timely hearing request will waive the Respondent's right to further contest the Conduct Officer's findings. If no hearing request is received by the SMRC before the deadline, the Conduct Officer's finding is final, and the sanctions go into effect immediately.

## 4. Hearing Procedures

Upon receiving a timely hearing request, the SMRC will request that the President or his designee appoint a Hearing Officer. The President or his designee shall select a Hearing Officer within two days of receiving the SMRC's request.

Within two days of the appointment, the Hearing Officer shall notify the Respondent and Conduct Officer of the hearing date, time, and login information for the hearing. The hearing will be conducted remotely.

At least three days before the hearing, each party must upload to the shared folder:

1. All evidence the party intends to introduce.
2. A list of anticipated witnesses, including a brief summary of their expected testimony.  
The parties are responsible for notifying and securing the attendance of their own witnesses.
3. The necessary privacy authorizations for their advisor, if applicable.

Any request to reschedule a hearing must be submitted at least 48 hours before the scheduled hearing time, unless justified by an emergency.

The Respondent is permitted to have a single advisor attend the hearing to provide guidance and support. The Respondent is responsible for presenting their case, including questioning witnesses. An advisor cannot directly participate in the hearing. If an advisor becomes disruptive, they may be muted or removed from the hearing. The Respondent is responsible for arranging their advisor, who may be anyone except a student implicated in the same disciplinary matter as the accused student, a witness in the hearing, or a member of UATX leadership. The unavailability of an advisor on a particular date does not constitute a valid reason to reschedule a hearing. The Respondent must execute the necessary privacy authorizations before the advisor may join the hearing.

At the hearing, the Hearing Officer will:

1. Open the hearing, explain the procedures, and notify the Respondent of their rights under the rule;
2. Allow Respondent and the Conduct Officer to make brief opening statements;
3. Ensure Respondent has an opportunity to present evidence and question witnesses;
4. Make rulings on relevance and procedural matters; and
5. Maintain order and enforce reasonable time limits to ensure a focused and fair proceeding.

The Hearing Officer may pose questions to Respondent or witnesses and may exclude any questioning, evidence, or witness testimony that is irrelevant, harassing, or unduly repetitive. The Hearing Officer may exclude testimony or fashion other remedies in the event Respondent or a witness refuses to be cross-examined. The hearing will be recorded. The Hearing Officer (or designee) shall upload the recording and transcript, if available, to the shared folder within two days of the hearing's conclusion.



Within five days after the hearing, the Hearing Officer shall issue a written decision including: findings of fact; a determination whether a rule violation occurred using the preponderance of the evidence standard; a sanction, if necessary; and notice of the right to appeal to the Disciplinary Council.

Any sanction imposed shall take effect after the expiration of the five-day appeal window to seek review by the Disciplinary Council, unless an appeal is filed. If an appeal is timely submitted, any sanction shall be stayed pending resolution of the appeal by the Disciplinary Council.

The Respondent and/or Conduct Officer may appeal a Hearing Officer's determination. The appeal must be submitted to the Disciplinary Council—with a copy to the SMRC and the nonappealing party—within five days of notification of the Hearing Officer's decision. Failure to timely appeal waives the right to contest the Hearing Officer's decision.

The Respondent and Conduct Officer may appeal only the final decision of the Hearing Officer and may do so only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals.

## **5. Appeal Procedures**

Appeals may be filed on one or more of the following grounds:



1. **Material Procedural Error:** A procedural error occurred that materially affected the outcome.
2. **New Evidence:** New evidence that was not reasonably available at the time the determination regarding responsibility was made, and that could affect the outcome of the matter.
3. **Misapplication of Standard of Proof:** The preponderance of the evidence standard was misapplied.
4. **Conflict of Interest or Bias:** Involvement of a biased or conflicted individual compromised fairness.
5. **Disproportionate Sanction:** The punishment imposed is unduly harsh relative to the violation.
6. **Violation of the UATX Bill of Rights:** The outcome infringes upon a right specifically protected under the Constitution's Bill of Rights.

An appealing party must cite to a specific ground(s) for appeal and include supporting evidence. Upon receiving an appeal, the nonappealing party or Conduct Officer may submit a written response within five days of receiving notice.

The Disciplinary Council shall review the appeal and issue a written decision to the parties within five days of the expiration of the opposing party's deadline to file a response. The Council may affirm, modify, or overturn the Hearing Officer's decision, or remand the case for further proceedings. If the Disciplinary Council does not act within the specified timeframe, the appeal shall be deemed denied. In such cases, the SMRC will notify the parties in writing that the appeal period has lapsed and the Hearing Officer's decision is final. The sanction, if applicable, then goes into immediate effect.

## 6. Discretionary Constitutional Review

In the event a student or faculty member receives a major institutional sanction—suspension, expulsion, termination of employment, or the withholding of a degree—and believes the sanction violated the UATX Bill of Rights, they may petition the Adjudicative Panel for discretionary review pursuant to Article IV of the Constitution. Such a petition must be submitted within 14 days of receiving notice of the final decision of the Disciplinary Council. The submission must be made in accordance with the Panel’s rules of procedure, which are listed on UATX’s website along with this rule.

The Adjudicative Panel may decline to hear a petition without explanation. If it elects to proceed, its opinion will be binding and may include recommendations regarding further institutional action.

The applicable sanction remains in effect while the case is under consideration by the Panel.

A Respondent may request discretionary review of only the final decision of the Disciplinary Council and may do so only once.

## XII. Conflicts of Interest

All UATX employees involved in any part of the sexual misconduct process—including the SMRC, investigators, and decision-makers—must be free from conflict of interest and bias against Complainants or Respondents generally, or any specific Complainant or Respondent. All employees are expected to assess their ability to serve impartially in any case. Any official assigned a role under this rule who determines they cannot serve impartially must recuse themselves. The President may also remove an official who has displayed that they cannot faithfully fulfill their function impartially and without bias. The President may appoint a qualified alternate, including a trained third-party professional from outside the university.

## XIII. Calculation of Time

For this rule, all periods referenced in days refer to business days—those days on which the University of Austin is open and conducting regular operations. Weekends, holidays, and other days when the University is officially closed do not count toward the calculation of time deadlines. When a deadline falls on a day when the University is closed, it will be extended to the next business day. To calculate deadlines, exclude the day of the triggering event, e.g., the day notice was received.

Deadlines in this rule may only be extended by the President or their designee for good cause shown (e.g., medical emergency, bereavement). Extensions must be documented in writing and shared with all parties.

University proceedings under this rule may proceed independently of any criminal investigation. In some cases, the University may delay its process briefly to accommodate law enforcement evidence collection, but it is not required to do so.

For student Respondents and Complainants only, a blackout period begins one week before final exams and ends one day after the Respondent's and Complainant's last exam. During this period, timelines under this rule are paused. University officials will refrain from initiating investigations, conducting interviews, or holding hearings during this period to enable students to focus on their final examinations, except in cases deemed time-sensitive by the SMRC or the President.

## **XIV. Confidentiality**

All proceedings under this rule are confidential to the extent permitted by law.

While UATX endeavors to protect the confidentiality of all individuals involved in sexual misconduct matters, complete confidentiality cannot be guaranteed.

Information may be disclosed only as necessary to carry out the purposes of this policy, including implementing supportive measures, conducting investigations, or complying with applicable law. Confidential Employees, as defined herein, shall not disclose identifying information to university officials or law enforcement without the student's express consent, except as required by law.

## **XV. Constructive Notice**

All members of the UATX community have a responsibility to know the rules that govern their conduct. As a result, they are deemed to have constructive knowledge of this rule and any others that are publicly available to them.

## **XVI. Notice**

University Officials charged with enforcing this rule shall send all required notifications using the email address on file with UATX. An email sent to an address listed in UATX's records will constitute full and adequate notice. Failure to provide and/or maintain current email addresses or failure to open an e-mail message does not excuse an individual from adhering to the requirements and deadlines set out in this rule.

## XVII. Mandatory Review and Reapproval

This rule shall be reviewed at least once every two years. The review shall evaluate the rule's effectiveness, compliance with applicable law, and its alignment with the mission and values of the University. Pursuant to Texas Education Code § 51.282(f), this rule shall be formally approved by the Board of Trustees following each biennial review.

## Additional Resources for Victims of Sexual Assault

| RESOURCE                                        | CONTACT                      |
|-------------------------------------------------|------------------------------|
| Integral Care                                   | 512-472-HELP (4357)          |
| National Sexual Assault Hotline (RAINN)         | 800-656-4673                 |
| SAFE Alliance – Austin                          | 512-267-7233 (SAFE)          |
| Texas Legal Aid for Survivors of Sexual Assault | 844-303-7233 or 512-267-7233 |

#### INSTITUTIONAL RULE 4

## **Equal Employment Opportunity and Prohibition Against Discrimination**

### **I. Preamble**

At UATX, we prepare the next generation of courageous leaders and citizens for the world. That mission relies on a campus culture grounded in respect, integrity, and accountability. Maintaining that culture means setting clear expectations for conduct. UATX strictly prohibits unlawful discrimination and harassment in the work and educational environment based on an individual's race, gender, sex, political affiliation, religious faith, disability, or any other legally protected characteristic. We also prohibit retaliation against anyone who reports misconduct or participates in a related investigation or resolution process in good faith.

Institutional Rule 4 defines and governs what constitutes discrimination, harassment, retaliation, and other forms of prohibited behavior and outlines the procedures for promptly investigating and addressing such misconduct. This rule complies with all applicable state and federal laws, including Chapter 21 of the Texas Labor Code and Title VII of the Civil Rights Act of 1964, as amended.

### **II. Scope**

This rule applies to all members of the UATX community (students, faculty, staff, applicants, contractors, and visitors) and governs all university programs, activities, and operations.

It applies to conduct occurring on campus or in university-controlled housing or facilities; in any education program or activity over which UATX exercises substantial control; and off campus when the conduct materially affects an individual's education or employment or poses a risk to the UATX community.

“Campus” means any building or property owned, leased, or controlled by UATX used in support of its educational mission. “Program or activity” includes locations and events where UATX maintains significant oversight or involvement.

**Note:** Complaints involving sexual harassment, sexual assault, dating violence, stalking, sex- or gender-based discrimination, or other forms of sexual misconduct fall under Institutional Rule 3 (Prohibition Against Sexual Misconduct). Please refer to Rule 3 for more information on reporting and the process for this type of misconduct.

### III. Speech and Expression

Freedom of speech and expression are bedrock rights at UATX. Our community may speak, debate, question, and dissent without fear of censorship or punishment. This freedom includes the ability to express views that are unpopular and controversial. Constitutionally protected speech and expression do not constitute discrimination or harassment under this policy.

### IV. Statement on Equal Employment Opportunity

UATX is committed to providing equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, political affiliation, creed, gender, sex (including pregnancy), national origin, ancestry, ethnicity, genetic information, military or veteran status, age, physical or mental disability, or any other classification protected by applicable state and federal laws.

This rule applies to all terms and conditions of employment, including, but not limited to, hiring, job assignment, compensation, promotion, benefits, training, discipline, termination, and reasonable accommodation.

UATX expects employees to take all necessary steps to maintain a workplace free of unlawful discrimination, harassment, and retaliation.

## **V. Statement on Equal Access**

UATX shall ensure, to the greatest extent practicable, equal access for enrolled students or employees who have disabilities. UATX will make reasonable efforts to consult with disability service providers and other relevant stakeholders to assist the university in complying with its duties under this policy.



## VI. Definitions

1. **Advisor:** A Respondent may have a single advisor accompany them to a hearing to provide guidance and support. An advisor cannot directly participate in the hearing. If an advisor becomes disruptive, they may be muted or removed from the hearing. An advisor may be anyone except a student or employee implicated in the same disciplinary matter as the Respondent, a witness in the hearing, or a member of UATX leadership. A Respondent must execute the necessary privacy authorizations before their advisor may join the hearing.
2. **Conduct Officer:** A Conduct Officer investigates the facts and circumstances underlying a report of misconduct, assesses whether evidence supports a finding that it is more likely than not that the misconduct occurred, and proposes an appropriate sanction if needed. The President shall appoint one or more Conduct Officers to investigate allegations of misconduct under this rule. Conduct Officers serve at the pleasure of the President.
3. **Constitution or UATX Constitution:** The formally adopted version of the Constitution of the University of Austin.
4. **Disciplinary Council:** The President, Provost, and Deans shall together constitute the Disciplinary Council, with the President serving as chair, which may hear appeals.
5. **Hearing:** A structured adjudicative process used to determine whether a rule violation occurred and, if applicable, what sanction is appropriate.
6. **Hearing Officer:** A Hearing Officer presides over a hearing. The President shall appoint one or more Hearing Officers as needed. Hearing Officers serve at the pleasure of the President.
7. **Interim Action:** A temporary, non-disciplinary measure imposed to protect the safety, well-being, or rights of any individual or the University community before the processes outlined in this rule come to a conclusion.
8. **Major Sanction:** A sanction of suspension, expulsion, termination of employment, or withholding of a degree.
9. **Minor Sanction:** A sanction that does not involve suspension, expulsion, termination of employment, or withholding of a degree.
10. **Respondent:** A person accused of conduct in violation of this rule.

## VII. Prohibited Conduct

UATX prohibits the following acts of misconduct. Individuals found to have engaged in these behaviors may face sanctions, including permanent separation from the university.

1. **Discrimination:** Disparate treatment of an individual based on race, color, religion, political affiliation, creed, gender, sex (including pregnancy), national origin, ancestry, ethnicity, genetic information, military or veteran status, age, physical or mental disability, or any other classification protected by applicable Texas state and federal laws that adversely affects the terms and conditions of the individual's employment or substantially interferes with the individual's access to educational programs, activities, and/or benefits.

**Note:** Complaints involving sexual harassment, sexual assault, dating violence, stalking, sex- or gender-based discrimination, or other forms of sexual misconduct fall under Institutional Rule 3 (Prohibition Against Sexual Misconduct). Please refer to Rule 3 for more information on reporting and the process for this type of misconduct.

2. **Harassment:** Harassment is a form of discrimination involving unwelcome physical, verbal, or graphic conduct based on a protected trait. It includes:
  - a. **Workplace Harassment:** Conduct based on a person's protected trait(s) that is unwelcome and either severe or pervasive enough to alter the conditions of employment and create a hostile or abusive environment; or
  - b. **Educational Harassment:** Conduct based on a student's protected trait(s) that is unwelcome and so severe, pervasive, and objectively offensive that it denies the student equal access to education.

Harassment must meet both a subjective and an objective standard (the reasonable person standard). UATX considers the totality of the circumstances when evaluating alleged harassment, including the nature, frequency, duration, and location of the conduct, the context in which it occurred, and the relationship between the parties. Subjective discomfort or offense alone does not constitute actionable harassment.

3. **Retaliation:** Any materially adverse action taken against an individual for reporting or participating in an investigation of alleged misconduct in good faith. This includes intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by law, rule, or this policy.
4. **Failure to Adhere to Interim Measures:** Noncompliance with temporary, university-imposed actions designed to protect the safety, well-being, or rights of an individual or the community. This includes violating no-contact directives, restricted access orders, or interim suspensions.
5. **Failure to Report Misconduct:** An employee's knowing failure to make a required report under this rule.
6. **Providing False Information or Interfering with Investigations:** Knowingly making materially false statements, obstructing the investigative process, or tampering with evidence in a misconduct proceeding. This includes misrepresenting facts to university officials as well as submitting fabricated evidence, coercing or attempting to influence witnesses, or engaging in other acts intended to mislead or disrupt the integrity of the process.

## VIII. Standard of Evidence

The standard for determining whether a violation has occurred is the preponderance of the evidence. This means the evidence must show that it is more likely than not that a violation occurred. Decision-makers shall consider the totality of the circumstances to assess whether the evidence meets this standard.

The formal rules of evidence do not apply to the process outlined in this rule, as it is not a formal legal proceeding.

## IX. Sanctions

Possible sanctions for violation of this rule include, but are not limited to: written warnings; educational assignments; no-contact directives; loss of privileges; probation; community service; restitution or reimbursement; suspension of rights and privileges; prohibition from entering or residing in student housing; suspension; expulsion; termination of employment; or other sanctions deemed appropriate under the circumstances.

## X. Reporting

UATX encourages anyone who has experienced, witnessed, or knows of misconduct to report it. Reports may be submitted via email ([compliance@uaustin.org](mailto:compliance@uaustin.org)), to the General Counsel in person, or through the “Report a Concern” link on UATX’s website.

Reporting allows UATX to connect individuals with support services, assess safety risks, and determine appropriate next steps. Anyone—regardless of whether they are directly involved in the incident—may submit a report. Anonymous reports are accepted, using the “Report a Concern” link on UATX’s website, though anonymity may limit the University’s ability to take further action.

All employees who witness or otherwise learn about an incident of misconduct covered by this rule must promptly report it via email ([compliance@uaustin.org](mailto:compliance@uaustin.org)), to the General Counsel in person, or through the “Report a Concern” link on UATX’s website. Failure to comply with mandatory reporting obligations may result in disciplinary action, including a potential permanent separation from UATX. No person is required to report misconduct to the alleged perpetrator, or if they were the victim of discrimination and harassment.

While highly encouraged to do so, students are not required to report an incident of misconduct under this rule.

# XI. Process for Prohibited Conduct

## 1. Initial Review

When concerns arise about an at-will employee engaging in misconduct under this rule, the reporting party shall promptly report it via email ([compliance@uaustin.org](mailto:compliance@uaustin.org)), to the General Counsel in person, or through the “Report a Concern” link on UATX’s website.

Once received, the General Counsel will work with other relevant parties (e.g., a supervisor or senior official) to investigate the matter, address any misconduct promptly, and, if appropriate, issue disciplinary action. Employment actions taken against an at-will employee in response to this type of misconduct are final and not subject to appeal.

When concerns arise about a faculty member (serving with a fixed term) or student committing misconduct under this rule, the reporting party shall promptly report it via email ([compliance@uaustin.org](mailto:compliance@uaustin.org)), to the General Counsel in person, or through the “Report a Concern” link on UATX’s website. The General Counsel will work with the University Dean and Provost to conduct an initial review and determine whether the report warrants further action.

If the report does not warrant further action, the officials shall close the matter. If further action is warranted, the officials shall refer the matter to a Conduct Officer for investigation.

## 2. Investigation

Upon receiving the referral, the Conduct Officer shall provide notice to the Respondent of the referral, which will include the allegations, instructions on how to access the shared folder for use during the matter, and the Respondent's rights under this rule. The Conduct Officer shall interview the Respondent and offer them the opportunity to provide a list of potential witnesses and evidence. The Conduct Officer shall also interview the victim of the alleged conduct, if they can be identified based on the reported information. If the Conduct Officer is unable to interview the Respondent due to factors outside the Conduct Officer's control, or the Respondent otherwise fails to participate without good cause, the Conduct Officer may proceed with the investigation based on the available information.

At any time, the Conduct Officer may recommend that the General Counsel dismiss the matter or resolve it outside of the formal process. The General Counsel shall respond to the recommendation within three days of receiving it.

Within seven days of receiving the referral, the Conduct Officer shall issue a draft report and recommendation. The report shall include findings of fact, a determination using the preponderance of the evidence standard, and, if applicable, a proposed sanction. Respondent shall be given access to the relevant evidence underlying the report and recommendation. The Respondent shall have seven days to submit a written response to the Conduct Officer, if they choose. After considering the Respondent's response, the Conduct Officer shall issue a final report to the Respondent and the General Counsel.

Any sanction imposed in the report and recommendation shall take effect after the expiration of the applicable appeal window set out below, unless an appeal is filed. If an appeal is timely submitted, the sanction shall be stayed pending resolution of the appeal.

### 3. Contesting the Report and Recommendation

**Minor Sanction:** If the Conduct Officer proposes a minor sanction, the Respondent may appeal to the Disciplinary Council. Appeals may be filed on one or more of the following grounds:

1. **Material Procedural Error:** A procedural error occurred that materially affected the outcome.
2. **New Evidence:** New evidence that was not reasonably available at the time the determination regarding responsibility was made, and that could affect the outcome of the matter.
3. **Misapplication of Standard of Proof:** The preponderance of the evidence standard was misapplied.
4. **Conflict of Interest or Bias:** Involvement of a biased or conflicted individual compromised fairness.
5. **Disproportionate Sanction:** The punishment imposed is unduly harsh relative to the violation.
6. **Violation of the UATX Bill of Rights:** The outcome infringes upon a right specifically protected under the Constitution's Bill of Rights.

Respondent must cite to a specific ground(s) for appeal and include supporting evidence.

The appeal must be submitted to the Disciplinary Council, copying the Conduct Officer and General Counsel, within three days of receiving the Conduct Officer's final report. Failure to submit a timely appeal will waive the Respondent's right to further contest the Conduct Officer's findings. If the written appeal is not received before the deadline, the Conduct Officer's findings become final, and the sanctions go into effect immediately.



The Conduct Officer may submit a written response to the appeal within three days of receiving the appeal. The Disciplinary Council shall have five days from receipt of the Conduct Officer's response to accept, modify, or reject the Conduct Officer's report, or to remand for further proceedings. If no action is taken within that timeframe, the appeal is deemed denied, and the Conduct Officer's decision is adopted as final. In such cases, the General Counsel will notify the parties in writing that the appeal period has lapsed and the decision is final. The sanction then goes into immediate effect.

A faculty member or student may appeal only the final report of the Conduct Officer and may do so only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals.

**Major Sanction:** If the Conduct Officer proposes a major sanction, the Respondent may challenge the report and recommendation at a hearing. A hearing request must be submitted in writing to the General Counsel within three days of receiving the final report. Failure to submit a timely hearing request will waive the Respondent's right to further contest the Conduct Officer's findings. If no hearing request is received by the General Counsel before the deadline, the Conduct Officer's finding is final, and the sanctions go into effect immediately.

## 4. Hearing Procedures

Upon receiving a timely hearing request, the General Counsel will request that the President or his designee appoint a Hearing Officer. The President or his designee shall select a Hearing Officer within two days of receiving the General Counsel's request.

Within two days of appointment, the Hearing Officer shall notify the Respondent and Conduct Officer of the hearing date, time, and login information for the hearing. The hearing will be conducted remotely.

At least three days before the hearing, each party must upload to the shared folder:

1. All evidence the party intends to introduce.
2. A list of anticipated witnesses, including a brief summary of their expected testimony.  
The parties are responsible for notifying and securing the attendance of their own witnesses.
3. The necessary privacy authorizations for their advisor, if applicable.

Any request to reschedule a hearing must be submitted at least 48 hours before the scheduled hearing time, unless justified by an emergency.

The Respondent is permitted to have a single advisor attend the hearing to provide guidance and support. The Respondent is responsible for presenting their case, including questioning witnesses. An advisor cannot directly participate in the hearing. If an advisor becomes disruptive, they may be muted or removed from the hearing. The Respondent is responsible for arranging their advisor, who may be anyone except a student or employee implicated in the same disciplinary matter as the accused student or employee, a witness in the hearing, or a member of UATX leadership. The unavailability of an advisor on a particular date does not constitute a valid reason to reschedule a hearing. The Respondent must execute the necessary privacy authorizations before the advisor may join the hearing.

At the hearing, the Hearing Officer will:

1. Open the hearing, explain the procedures, and notify the Respondent of their rights under the rule;
2. Allow Respondent and the Conduct Officer to make brief opening statements;
3. Ensure Respondent has an opportunity to present evidence and question witnesses;
4. Make rulings on relevance and procedural matters; and
5. Maintain order and enforce reasonable time limits to ensure a focused and fair proceeding.

The Hearing Officer may pose questions to Respondent or witnesses and may exclude any questioning, evidence, or witness testimony that is irrelevant, harassing, or unduly repetitive. The Hearing Officer may exclude testimony or fashion other remedies in the event Respondent or a witness refuses to be cross-examined.

The hearing will be recorded. The Hearing Officer (or designee) shall upload the recording and transcript, if available, to the shared folder within two days of the hearing's conclusion.

Within five days after the hearing, the Hearing Officer shall issue a written decision including: findings of fact; a determination whether a rule violation occurred using the preponderance of the evidence standard; a sanction, if necessary; and notice of the right to appeal to the Disciplinary Council.

Any sanction imposed shall take effect after the expiration of the five-day appeal window to seek review by the Disciplinary Council, unless an appeal is filed. If an appeal is timely submitted, any sanction shall be stayed pending resolution of the appeal by the Disciplinary Council.

The Respondent or Conduct Officer may appeal a Hearing Officer's determination. The appeal must be submitted to the Disciplinary Council—with a copy to the General Counsel and the nonappealing party—within five days of notification of the Hearing Officer's decision. Failure to timely appeal waives the right to contest the Hearing Officer's decision.

The Respondent and Conduct Officer may appeal only the final decision of the Hearing Officer and may do so only once. The Disciplinary Council may summarily dismiss any repeated or interlocutory appeals.

## **5. Appeal**

Appeals may be filed on one or more of the following grounds:

1. **Material Procedural Error:** A procedural error occurred that materially affected the outcome.
2. **New Evidence:** New evidence that was not reasonably available at the time the determination regarding responsibility was made, and that could affect the outcome of the matter.
3. **Misapplication of Standard of Proof:** The preponderance of the evidence standard was misapplied.
4. **Conflict of Interest or Bias:** Involvement of a biased or conflicted individual compromised fairness.
5. **Disproportionate Sanction:** The punishment imposed is excessively harsh in relation to the violation.
6. **Violation of the UATX Bill of Rights:** The outcome infringes upon a right specifically protected under the Constitution's Bill of Rights.

An appealing party must cite to a specific ground(s) for appeal and include supporting evidence. Upon receiving an appeal, the nonappealing party may submit a written response within five days of receiving notice.

The Disciplinary Council shall review the appeal and issue a written decision to the parties within five days of the expiration of the opposing party's deadline to file a response. The Council may affirm, modify, or overturn the Hearing Officer's decision, or remand the case for further proceedings. If the Disciplinary Council does not act within the specified timeframe, the appeal shall be deemed denied. In such cases, the General Counsel will notify the parties in writing that the appeal period has lapsed and the Hearing Officer's decision is final. The sanction, if applicable, then goes into immediate effect.

## 6. Discretionary Constitutional Review

In the event a student or faculty member receives a major institutional sanction—suspension, expulsion, termination of employment, or the withholding of a degree—and believes the sanction violated the UATX Bill of Rights, they may petition the Adjudicative Panel for discretionary review pursuant to Article IV of the Constitution. Such a petition must be submitted within 14 days of receiving notice of the final decision of the Disciplinary Council. The submission must be made in accordance with the Panel’s rules of procedure, which are listed on UATX’s website along with this rule.

The Adjudicative Panel may decline to hear a petition without explanation. If it elects to proceed, its opinion will be binding and may include recommendations regarding further institutional action.

The applicable sanction remains in effect while the case is under consideration by the Panel.

A Respondent may request discretionary review of only the final decision of the Disciplinary Council and may do so only once.

## XII. Conflicts of Interest

All UATX employees involved in any part of the process under this policy must be free from conflict of interest and bias against Respondents generally, or any specific Respondent. All employees are expected to assess their ability to serve impartially in any case. Any official assigned a role under this rule who determines they cannot serve impartially must recuse himself or herself. The President may also remove an official who has displayed that they cannot faithfully fulfill their function impartially and without bias. The President may appoint a qualified alternate, including a trained third-party professional from outside the university.

## **XIII. Calculation of Time**

For this rule, all periods referenced in days refer to business days—those days on which the University of Austin is open and conducting regular operations. Weekends, holidays, and other days when the University is officially closed do not count toward the calculation of time deadlines. When a deadline falls on a day when the University is closed, it will be extended to the next business day. To calculate deadlines, exclude the day of the triggering event, e.g., the day notice was received.

Deadlines in this rule may only be extended by the President or their designee for good cause shown (e.g., medical emergency, bereavement). Extensions must be documented in writing and shared with all parties.

University proceedings under this rule may proceed independently of any criminal investigation. In some cases, the University may delay its process briefly to accommodate law enforcement evidence collection, but it is not required to do so.

For student Respondents only, a blackout period begins one week before final exams and ends one day after the Respondent's last exam. During this period, timelines under this rule are paused. University officials will refrain from initiating investigations, conducting interviews, or holding hearings during this period to enable students to focus on their final examinations, except in cases deemed time-sensitive by the General Counsel or President.

## **XIV. Confidentiality**

All proceedings under this rule are confidential to the extent permitted by law. While UATX endeavors to protect the confidentiality of all individuals involved in misconduct matters, complete confidentiality cannot be guaranteed. Information may be disclosed only as necessary to carry out the purposes of this policy, including implementing supportive measures, conducting investigations, or complying with applicable law.

## **XV. Constructive Notice**

All members of the UATX community have a responsibility to know the rules that govern their conduct. As a result, they are deemed to have constructive knowledge of this rule and any others that are publicly available to them.

## **XVI. Notice**

The University Official charged with enforcing this rule shall send all required notifications using the email address on file with UATX. An email sent to an address listed in UATX's records will constitute full and adequate notice. Failure to provide and/or maintain current email addresses, or failure to open an e-mail message, does not excuse an individual from adhering to the requirements and deadlines set out in this rule.