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Welcome to Southwestern University! In order to help you navigate as a new faculty member in our community, we've prepared this resource book. The material is organized in a way designed to mirror when you might be most likely to need it. Thus, it starts with things directly related to your course design and syllabi. Next it moves to information that might help you with issues arising during the first week of classes, etc.

A Library of Resources
This resource book is not intended to replace information in the Faculty Handbook, Student Handbook, or Catalog. Those publications are your official sources for policy information. Please remember that it is important to read through the entire Faculty Handbook. Because it is a large document, and you may not yet have had a chance to read it, this resource book is designed to help you organize some of that information. You might think about developing a library of print and electronic resources. You will find the following list of resources very helpful as you join the Southwestern community:

- The **Office of the Dean of the Faculty** web site includes information on faculty development opportunities, teaching and advising awards, councils and committees, etc.  
  [www.southwestern.edu/offices/dean/](http://www.southwestern.edu/offices/dean/)
- The **Faculty Handbook** is the official source for many policies related to faculty positions.  
  [www.southwestern.edu/offices/dean/](http://www.southwestern.edu/offices/dean/)
- The **Staff Handbook** is the official source for many policies related to staff positions, including positions with faculty rank.  
  [http://www.southwestern.edu/hr/forms.php](http://www.southwestern.edu/hr/forms.php)
- The **Student Handbook** includes policies related to students.  
- The **Catalog** outlines academic policies (grading, absences, dropping and adding courses, requirements for the major, course descriptions, etc.).  
  [www.southwestern.edu/academics/registrar/catalog/](http://www.southwestern.edu/academics/registrar/catalog/)
- The **Office of Teaching, Learning, and Scholarship** web site provides information and resources for your development as a teacher and scholar.  
  [https://sites.google.com/southwestern.edu/tls/home?authuser=1](https://sites.google.com/southwestern.edu/tls/home?authuser=1)
- The **Information Services** (Library & IT) web site includes a wide variety of tools for your teaching and research.  
  [http://www.southwestern.edu/infoservices/](http://www.southwestern.edu/infoservices/)  
  [www.southwestern.edu/library/](http://www.southwestern.edu/library/)
- The **Debby Ellis Writing Center** web site includes tools for teaching writing assignments in your courses.  
  [http://www.southwestern.edu/offices/writing/](http://www.southwestern.edu/offices/writing/)
- The **Office of Community Engaged Learning** can help you include community engagement and civic engagement in your courses.  
  [http://www.southwestern.edu/offices/civicengagement/](http://www.southwestern.edu/offices/civicengagement/)
- The **Business Office** web site has many of the instructions and forms that you will need regularly - e.g. Check Requisitions, etc.  
  [www.southwestern.edu/businessoffice/](http://www.southwestern.edu/businessoffice/)
Southwestern University: Mission, Purpose, and Values

A Brief History of the Founding of Southwestern University
Southwestern University’s roots go to the first college in Texas (1840), Rutersville College (near La Grange, Texas), established by Methodist minister Martin Ruter. Ruter, previously president of Allegheny College in Pennsylvania, responded to the call from William Barrett Travis to start an institution of higher education in the new nation of Texas. Rutersville College was born. The charter of Rutersville College was passed on to four other efforts to bring higher education to Texas: Wesleyan College (1844); McKenzie College (1848); Soule University (1856); Texas University (Georgetown 1872), later to be named Southwestern University. The first four colleges were constituted by the Texas Conference of The United Methodist Church. When it made its move to Georgetown, it was constituted by all five Conferences located in Texas. Today Southwestern is constituted by the six annual Conferences in Texas. Representatives from each Conference are elected to serve on our Board of Trustees. Many of these Conference representatives are alums of Southwestern.

As a United Methodist-related college, Southwestern must maintain a high level of academic excellence and be fully accredited by the appropriate regional and national accrediting associations. Scholarships and financial aid are available to all students, regardless of religion. The United Methodist Church does award some scholarships specifically to students who are United Methodist. As with other United Methodist colleges, there is a significant value placed on service, diversity, community and international education. Southwestern, like other United Methodist colleges, values critical thinking in all areas of academic endeavors including religion, ethics and values analysis.

Institutional Mission Statement
Southwestern University, under the auspices of the United Methodist Church, is committed to undergraduate liberal education involving both the study of and participation in significant aspects of our cultural heritage, expressed primarily through the arts, the sciences, the institutions, and the professions of society. As a teaching-learning community, Southwestern encourages rigorous inquiry and scholarship, creative teaching and the expression of free human life. The University seeks to involve the student in finding a personal and social direction for life, developing more sensitive methods of communication, cultivating those qualities and skills which make for personal and professional effectiveness, and learning to think clearly and make relevant judgments and discriminations.

Core Purpose
Fostering a liberal arts community whose values and actions encourage contributions toward the well-being of humanity.

Core Values
- Cultivating academic excellence.
- Promoting lifelong learning and a passion for intellectual and personal growth.
- Fostering diverse perspectives.
- Being true to oneself and others.
- Respecting the worth and dignity of persons.
- Encouraging activism in the pursuit of justice and the common good.
Course Materials and Classrooms

Course Design
The Office of Teaching, Learning, and Scholarship can support you as you design your course. Both resources and one-on-one consultations are available. 
https://sites.google.com/southwestern.edu/tls/home?authuser=1

Book Orders
Books are ordered through the Southwestern University Bookstore.

  Timeline: Generally, books for the fall and summer sessions are ordered by April 1 and books for the spring semester are ordered by November 1. You will receive a reminder e-mail from the Bookstore, along with some specific policies.

  How to order: Books can be ordered on the bookstore website, http://www.southwestern.edu/studentlife/bookstore.php, using the Online Adoption tool. You will need to create a username and password as well as enter a one-time institutional passcode of “1254”. This tool will allow you to search for titles and submit orders and will keep an active order history for you to review each semester. If you prefer, you can also complete a form and send it via campus mail or e-mail bookstore@southwestern.edu.

  Examination copies: To order examination copies, contact publishers directly. The publishers often require that you write to them on university letterhead. A booklet with contact information for most publishers is available from the bookstore.

Course Packets
Provide the bookstore with the materials at least six weeks before needed. The bookstore will help you select covers and binding and will arrange pricing and delivery to the printer. They will also arrange copyright permission for each article. Once copied, they will sell them in the bookstore and provide you with a single copy. It is wise to get an estimate of the cost to students before the order is placed.

Learning Management System (Moodle, Blackboard, Canvas, etc.)
Southwestern uses the free Moodle learning management system. Access it at https://moodle.southwestern.edu or through https://my.southwestern.edu. Information Services offers workshops and support for setting up your course in Moodle.

Classroom Assignments
Find out your classroom assignment by checking WebAdvisor under Prospective Students. All Southwestern classrooms are “smart”: they contain a projector connected to a computer. For more information about your classrooms, visit: https://sites.google.com/site/sulearningspaces/
The Course Syllabus

Each August, the Dean of the Faculty will distribute a memo describing the required components of syllabuses. Syllabi of every course you teach are turned in to your department/program chair to be kept on file. The following checklist includes Southwestern policies that may directly affect your syllabus.

Syllabus Components

Syllabi vary considerably by discipline, teaching philosophy, level of course, and university/college setting. This should provide a checklist for examining your syllabus. Check with your department chair for access to department-specific syllabus models.

Contact Information
- Your name
- Your department
- Your office number
- Your office phone number (Indicate your norms for returning calls.)
- Your e-mail addresses (Indicate how you prefer to be contacted.)
- Your office hours (Do you also allow drop-ins?)

Basic Information
- Name of the course; course number
- Semester
- Meeting times and places
- Objectives / student learning outcomes of the course
- Texts and assigned readings (required; suggested; where available; on reserve?)
- General outline of the course
- Specific outline of the course, with readings, assignments, due dates, etc. – double-check the calendar against the University Calendar; does it conform to the Student Bill of Rights?
- Dates when class is not in session (for example, holidays, or the day of the Research & Creative Works Symposium in the spring.) The Academic Calendar can be found at (www.southwestern.edu/calendar/).
- Statement on absences due to religious and cultural traditions (see below).
- A statement about accommodations for student disabilities (an example, provided by the Center for Academic Success and Records, is provided at the end of this section).
- Information about the resources available at the Debby Ellis Writing Center (Mood 306) (optional, but encouraged)

Evaluation
- Explicit information on how grades will be determined
- Use of + and - grading. You should let students know what the cut-offs are for earning each grade.
- Attendance and participation policy for the course.
- Withdrawal for absences policy, if using. Although the university has a policy that allows faculty to withdraw students for lack of attendance through the ninth week of classes, it cannot happen unless you specifically state your attendance policy (see below).
- Clear guidelines on late assignments.
- Information about any required activities outside the normal class period, like field trips, lectures, performances, etc. Note – if you are taking a field trip, you need to have the
dates written in your syllabus - particularly if the field trip will require missing other classes. (Additional important information about field trips can be found later in this section.)

• Quizzes, exams, etc. (Make-ups? State your policy.)
• Projects, assignments, papers (Honor Code, group vs. individual grades, make-ups, etc.). (More information about the Honor Code can be found in the *Faculty Handbook*, and later in this section.)
• Night exams – Some faculty elect to give their exams in the evening rather than during the regularly scheduled course time to allow students a longer time period. However, night exams may conflict with other student activities or classes. If you are going to have night exams, you need to make this information available during the registration period AND you need to have the information in your syllabus. In addition, you need to be flexible with your students who have other class-related obligations.
• The final exam date and time (see below).

**Norms for the course:**

• Information about the Honor Code, plagiarism, etc. See the *Faculty Handbook*.  
• Any other specific rules or guidelines for students related to the course and how it is structured- ground rules for discussion, etc.
Academic Policies and Your Syllabus

Add/Drop Classes
Once registered, students may modify their schedules with the appropriate approvals. Addition of courses is subject to approval by the instructor or academic department offering the course. Students may drop a class through the 10th class day without any approvals by completing the transaction form used by the Records Office. After the 10th class day, approvals from the instructor and academic advisor are required.

Change of Registration (add/drop) cards are available in the Records Office. Online adds and drops will also be available within certain windows of time. Students who stop attending a course without following the procedures outlined above receive a grade of “F” for the course.

Students may add courses through the second Wednesday of classes. Students may drop courses without record entry (or change graded courses to or from Pass/D/F or audit) through the end of the fifth week of classes. From the beginning of the sixth week through the end of the 12th week of classes, students may drop courses with a record entry of “W”. The “W” will appear on the students’ transcripts but will not be counted as part of his or her academic grade point average. After the last day of the 10th week of classes, students may not drop courses. All deadlines are at 5:00 p.m. on the designated days. NOTE: Courses may be less than a semester in duration. Drop dates for those courses are proportionate to the length of the course in relation to a regular 15-week semester.

Academic Warning for All Students
Each semester the Office of the Dean of the Faculty coordinates the Academic Warning System (AWS) for all students. The goal of the program is to identify students who are struggling in a course and to refer them to the variety of resources available on campus. Faculty identify students through WebAdvisor and provide notations about the nature of their concerns. Students identified through the system receive an immediate e-mail containing helpful information about available campus resources. The online system is available throughout the semester.

Attendance and Excused Absences
It is expected that students attend all regularly scheduled classes for which credit is granted. For up-to-date information on attendance and excused absences, see the Records Office policy: http://www.southwestern.edu/academics/registrar/policies/student_attendance.php

- **Illness:** In the case of extended illness or other emergency, the Academic Records office notifies faculty members by e-mail, voice-mail, or in writing. It is then up to the faculty member to decide whether the situation justifies an excused absence. For more information on this, see the Student Handbook.
- **Athletics, extra curriculars, etc.:** Students who are absent from class because they are participating in intercollegiate athletics, class-related field trips, ensemble tours, interviews at graduate schools, or faculty-sponsored attendance at professional conferences will be excused from classes. It is the responsibility of the student to inform you before the event and to work with you to determine how the work will be made up. For these types of excused absences, you should receive a notice from the Center of Academic Success and Records or from the Dean of Students Office prior to the event.
- **Religious holidays:** The Religious Holidays Absence Policy states that students are to notify their professor(s) as far in advance as possible if they will miss class due to the observance of a cultural or religious holiday. The student is then expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor alternate times for fulfilling those
requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed. See “Religious Holidays.” You should have a specific attendance policy included in your syllabus.

**Class Meeting Times**

Classes at Southwestern University are typically 4 credits. The weekly course schedule is available on the Record’s Office Web site [www.southwestern.edu/offices/success/](http://www.southwestern.edu/offices/success/). A copy of it is also included in Appendix 2. You should also refer to the document “Scheduling Courses and Other Academic Activities which outlines policies for scheduling course activities between 5:00 p.m. and 7:30 p.m. This document is also included in Appendix 2.

**Course Goals and Objectives**

It is important to think about your goals and objectives, and determine the best way to meet those goals. You will also want to have conversations with others in your department about how your course will fit in with the existing curriculum. Some courses, for example, may be designed to work toward specific student learning outcomes that are listed in the department assessment plan. Other courses fulfill distribution requirements (see above).

**Course Numbering**

The course numbers at Southwestern University are two digits followed by a hyphen and then three digits.  
- The first two numbers represent the department or area.  
- Typically, the first number following the hyphen indicates whether the course is upper-level or not. (A number of 0 or 1 usually indicates lower level.)  
- The third number following the hyphen indicates the number of credit hours that the course earns.  
- For example, 16-314 is an upper-level history course earning 4 credits.

**Disabilities Statement**

Sample statement about accommodations for students with disabilities for inclusion in course syllabi:

"The Center for Academic Success and Records coordinates reasonable, individualized accommodations for students with documented disabilities (medical, learning and/or psychological). To receive accommodations, students must be registered with the Assistant Director of Academic Success, Prothro Suite 100, (512)863-1536."

**Field Trips**

Some courses have required field trips. If you are scheduling a required class field trip that meets outside of your regularly scheduled class, you should include the requirement in the online course description, and you need to have the dates and expectations listed in your syllabus. You should ask the Center for Academic Success and Records to send an e-mail to the students’ faculty members that lists the students who will be on your trip and explaining their absence. The ultimate responsibility for informing other professors and making up missed work lies with the students. Be sure that they are aware of this. If you are planning on taking University vans or cars on your field trip, you need to reserve these well ahead of time with Physical Plant. NOTE: In order to drive a University vehicle, you must take and pass a short course and exam and have completed a driver’s license check.
Final Evaluations; Final Exam Schedule; and Study Days
All courses at Southwestern University are required to have some sort of final evaluation. This may entail a comprehensive exam, other exams, a major paper, or some other sort of final project. For more information about final evaluations and the exam schedule, see Academic Records website: http://www.southwestern.edu/academics/registrar/policies/evaluations_exams_grades.php
Study Days include the days following the last day of class and preceding the start of finals weeks. No activities (curricular or extra-curricular including tests, finals, make-up work, etc.) requiring student participation is scheduled during Study Days.

Final Exams
The final examination schedule is posted on the registrar’s web pages at http://www.southwestern.edu/academics/registrar/

Grading
Grades of A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F are awarded (you do not have to use the plus/minus system). A general description of each is given in the Catalog. You are required to state your grading policy clearly in your syllabus. Some courses are designated as P/D/F; in this case, grades ranging from A+ to C- earn a “P”.

Honor Code
Southwestern University operates under an Honor Code. You will want to include a reminder of this on your syllabi. In addition, all independent work (including exams) should have the following pledge written and signed at the end of the work:

“I have acted with honesty and integrity in producing this work and am unaware of anyone who has not.”

Because of the Honor Code, there shall be no deliberate proctoring of exams. However, the person giving the exam may enter the room and remain in the room as he or she sees fit. Faculty may require students to sit in alternate chairs of a row and in alternate rows, if desired. As soon as the exams or assignments are received, the faculty member should check to see if the pledge has been written and signed. If not, you should contact the student for an explanation as soon as possible.

Any irregular work should be reported immediately to the Dean of Students. The Constitution of the Honor Code, as well as specific procedures for a hearing before the Honor Code Council Hearing Board and Non-Judicial Resolutions, are included in the Faculty Handbook. One of the more common violations of the Honor Code involves plagiarism. You may want to include specific information about plagiarism in your syllabus. (The official University policy on plagiarism is found in the Faculty Handbook.) If a suspected act of academic dishonesty occurs on a final examination or final paper, you should assign a grade of “X” on the Grade Sheets that you turn in to the Records Office. You will also need to include a form explaining the nature of the problem, and agreeing to submit the grade in a timely manner. (You will be able to assign a grade following resolution of the academic dishonesty case.)

Incompletes
The grade of “Incomplete” shall be given only in the case of a medical emergency or some other emergency situation beyond the student’s control. The grade of “Incomplete” may not be given for the sole reason of permitting additional time to complete assigned course work. An Incomplete form, including the student’s signature, must be submitted to the Center for Academic Success and Records. If a student is unable to
provide a signature (due to a medical emergency, for example), then acknowledgement from the CASAR will suffice. The deadline for posting a final grade following an Incomplete will be 4 weeks from the last day of class. If the Incomplete has not been replaced with a final grade by 5 pm on the last day to resolve the Incomplete, the grade becomes an F. Students may seek an extension to the deadline for posting a final grade, if approved by the instructor and the Director of Records. (Faculty Handbook)

Involuntary Withdrawal from Classes
As noted in the Catalog, “When, prior to the last day to drop courses (after the 10th week of class), excessive absences, as defined by the instructor in the course syllabus and the University Excused Absence Policy, jeopardize a student's work in any course, the instructor may request that the Records drop the student from the course. After the last day to drop, students missing an excessive number of class meetings could be dropped at the discretion of the instructor with an F. Students will be notified of this action by the Records Office.”

Office Hours
Faculty members are required to announce and post hours that they will be available to students in their offices.

*Full-time faculty* should set three to four hours each week and allow students to request other times by appointment. Some faculty members prefer to have an open door policy. Talk to colleagues about the pros and cons of this decision. It is also good to talk to members of your department about “departmental culture” in this regard.

*Part-time faculty* should have 1-2 hours per week of office hours (preferably before or after class).

P/D/F
Students may take up to 16 credits of courses on a Pass/D/Fail basis at their discretion during their junior and senior years. This does not count courses that are only offered P/D/F. Students *cannot* take as P/D/F any courses taken to fulfill the distribution requirement, courses taken towards a major, minor, university requirement for a degree, or courses fulfilling the general education requirement. Students need to register this preference at registration OR within the first five weeks of class. After registration they must use an Add/Drop card and drop the graded course while adding the P/D/F course. The instructor’s signature is required for this change. After the first two weeks of classes, the advisor’s signature is required on the card. The goal of this policy behind the policy is to allow students to broaden their education by taking electives that they might not feel they have the proper background for.

Privacy of Student Records (FERPA)
It is against federal law for you to share any student information other than “directory information” with anyone but the student unless you have the written consent of the student. This means that you cannot discuss academic information with parents or others. You cannot post academic information with any personally identifying information such as social security numbers or parts of social security numbers. You may share information with University officials on a “need to know” basis. If parents do call, you can discuss general course information, such as the syllabus, but you should not share grade information without written consent from the student. It is always a good idea to include students in the same conversation so that all parties hear the same message. If in doubt about conversations with parents, consult the Director of Records, x1186. FERPA questions should be directed to the Records Office.
**Religious Holidays**
Each year the University Chaplain’s Office will distribute a list of major religious holidays. All syllabi should include the following policy on Absences due to religious and cultural traditions. If you have questions about specific holidays or traditions you may contact Rev. Megan Danner (dannerm@southwestern.edu):

“Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances: As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed. The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.”

**Senior Grades Due Early**
During the Spring Semester only, senior grades for May and August grads are due early (by 12:00 p.m. Monday, May 7). Thus, you will need to arrange with all seniors for them to take their finals (or complete final papers, etc.) early. It is not common practice to let seniors “skip” the final examination.

**Student Course Load**
The “normal” student load at Southwestern is 4 courses (16 credits). Some students have a higher load due to labs, ensembles, etc.
Student Bill of Rights

Southwestern University has a Student Bill of Rights that may directly affect some aspects of your syllabus and your course. The full text is found in the Faculty Handbook. This subsection is reprinted from that source.

Course Syllabus
At the beginning of every course, faculty members shall provide the students with a course syllabus containing the following basic pieces of information: a. attendance policy (including the policy on Absences Due to Religious and Cultural Traditions), b. grading policy (e.g., what percentage tests, papers, attendance, class participation, etc. count toward the course grade), c. required activities outside the normal class period (including tests, lectures, field trips, performances, and other events). These activities must be scheduled in accordance with the Scheduling Courses and Other Academic Activities Policy posted on the Office of the Dean of the Faculty website (http://southwestern.edu/offices/dean/forms.php). Students should be advised of revisions to the syllabus in a timely fashion; any syllabus changes that concern attendance policy, grading policy, or required activities outside the normal class period must be done in writing, with a copy sent to the department or program chair.

Announcement of Tests, Papers, and Projects in a Regular Semester
All tests worth 10% or more of the final course grade shall be announced at least one week before they are administered. All papers and projects worth 10% or more of the final course grade shall be announced at least three weeks before they are due.

Return of Assignments to Students
All tests, papers, and projects shall be graded and made available to the student no more than three weeks after the assignment is turned in. No test worth 10% or more of the course grade shall be administered until at least one class period after the previous test worth 10% or more of the final course grade has been graded and made available to the student. No paper worth 10% or more of the final course grade shall be due until at least one class period after the previous paper worth 10% or more of the final course grade has been graded and made available to the student.

Reading Load/Major Assignments at the End of a Regular Semester
No more than 20% of the total reading load for the course shall be assigned during the last two weeks of the regular semester. No assignment worth 20% or more of the final course grade shall be initiated in the last full week of the regular semester. (In this context, an assignment is considered "initiated" when it is both assigned and students have gained the information, knowledge and skills necessary to be capable of beginning the assignment or studying/preparing for another form of assessment).

Teacher Tardiness to Class
Students may leave after they have waited ten minutes for a faculty member who is late for class. If the faculty member has notified the class that he or she will be late and requests that the students wait for his or her arrival, the ten minute limit does not apply. This rule does not apply to final examinations. Students shall wait for the faculty member to arrive or until notice is received that the examination is cancelled.
Procedure
Should a student have reason to believe that the “Academic Rights for Students” has been violated; the student should request a conference with the faculty member involved, within 14 days of the alleged violation. If no informal resolution between the student and the faculty member can be reached, the student should meet with the faculty member’s department chair. If no resolution is reached after meeting with the department chair, the student then requests a conference with the Associate Director of Academic Success. The Associate Director shall evaluate the alleged violation and advise the student about his or her academic rights and try to affect an informal resolution between the student and the faculty member involved.

If no satisfactory settlement is reached at this level, the alleged violation may serve as a basis for grade appeal. The student should follow the procedure for Appeal of Grades as stated in the Student Handbook and the Faculty Handbook.

Approved by the Faculty on April 27, 1993 and amended on January 22, 2013
Semester Course Evaluations

Course Evaluations
There is a single form to use for teaching evaluations. A copy of this form is reprinted in the appendices of this guide. About two weeks prior to the last day of class, you will receive a packet of evaluations along with instructions for administering them. In general, you need to allow approximately 20 minutes of class time in order for students to complete the forms. You should leave the room and have a student collect the forms and turn them in to the Office of the Dean of the Faculty. Once they are received in the Office of the Dean of the Faculty, electronic files will be created. Evaluations will be e-mailed to faculty within two weeks after the final grade deadline. The completed forms will be used in the University’s routine faculty evaluation process.

Mid-Semester Evaluations
In addition to the standard course evaluations that are used by the University at the end of each semester, you may find it useful to do some type of mid-semester evaluation in your course. This can be very helpful in terms of gauging the learning that is happening up to that point. You may discover things that can be improved or modified for the remainder of the semester. Appendix 3 includes information about mid-semester evaluations, including several possible formats for collecting feedback from students in your classes.
Academic Support Resources for Faculty

Moodle
Southwestern uses Moodle as its Learning and Content Management System (LMS/CMS). Features include creation of online content with text, images, video and audio. Moodle also provides online delivery of quizzes/exams, forums, grade book with secure student access to grades, assignments submissions, choice of different languages, and calendar for assignments, projects and upcoming events. The Research and Digital Scholarship group conducts Moodle workshops and walk-in sessions at various times during the year. Announcements of the dates and times are sent through e-mail and campus notices.

Queries about Moodle may be directed to Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu.

G Suite for Education
Southwestern is a G Suite for Education campus and this collection of apps is available to all faculty, students and staff. Features include the ability to collaborate on documents, spreadsheets and presentations with your students and colleagues, creation and delivery of surveys, questionnaires and data collection tools, interactive video web presentations/meetings/conferencing to bring remote guests into your classrooms and interact with students at other institutions, and your YouTube page for organizing video content. The Research and Digital Scholarship group conducts Google workshops and walk-in sessions at various times during the year. Announcements of the dates and times are sent through e-mail and campus notices.

Queries about G Suite [Google Apps] may be directed to either Melanie Hoag, Instructional Technologist, at hoagm@southwestern.edu or Theresa Zelasko, Research and Instruction Librarian at zelaskot@southwestern.edu.

Web Advisor
Web Advisor is an online tool that is used for web registration, advising, checking course rosters, and submitting final grades (with approval from the Records Office). Before using Web Advisor, you will need to obtain a user ID and password at New Faculty Orientation. Web Advisor is accessible through the SU portal.

Library Support
The Information Services web site does a good job of describing the many services provided by the Library. If you are planning an assignment utilizing library resources or digital technologies, you would benefit from collaborating in advance with one of the Research and Digital Scholarship professionals. RADS provide in-person and online research support as well as an instructional program covering a wide range of topics related to the research process, and will be happy to work with you to meet your goals. More information about library research support can be found at http://www.southwestern.edu/infoservices/departments/research/.

Get It! is a single service for both interlibrary loan and library acquisition requests. With Get It!, you can click directly on a link from our online catalog, WorldCat Local, to request either an interlibrary loan or library acquisition for any book, CD, DVD, score, or article that you identify using WorldCat Local. More information about library acquisitions can be found at www.southwestern.edu/infoservices/departments/libraryresources/links_for_faculty.php.

Each academic department or program has a library liaison that is responsible for the collection in that discipline and for helping faculty with acquisitions. Please also feel free to call on your library liaison with questions.
Information Services (IS) Division Department Liaisons

Information Services provides liaisons to all academic and administrative departments. Each liaison meets with representatives of their respective academic or administrative department at least once a semester to discuss needs for library and technology resources, share information about services and programs, and to learn about plans and activities of the department.

http://www.southwestern.edu infoservices/about/liaisons.php

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Audiovisual Needs

Most classrooms at Southwestern are equipped with a variety of AV equipment. You can find exactly what is in each classroom online:

http://ow.ly/yZgf30ehQXQ and find instructions online: http://ow.ly/e6wj30ehR2U. If you require
additional equipment, or have problems or questions about the equipment, you may arrange for help by calling x7333 (or (512) 819-7333), e-mailing infodesk@southwestern.edu or looking online at http://southwestern.edu/infoservices/departments/av/. You can reserve additional equipment by first clicking on “Equipment” and then “Reserve A/V Equipment Online.” It is best to make your reservation at least two business days in advance. If you are experiencing problems operating the equipment, please, call the InfoDesk at x7333 (or (512) 819-7333). They can usually walk you through a solution or come to your classroom immediately. ALWAYS prepare backup methods of presentation and arrive early to ensure everything is in working order. Stuff happens.

Center for Academic Success and Records (CASAR)
The Center for Academic Success and Records provides students with comprehensive, individual academic support. Students are encouraged to visit with an adviser in Academic Success and Records for assistance with time management, study skills, concern about individual academic performance and motivation, and for information about academic policies and procedures. The Center for Academic Success and Records also coordinates services for students with disabilities who need academic accommodations in specific courses, program modifications, or other academic assistance. Please call x1952 for more information or to make an appointment with an Academic Success adviser. The Records Office coordinates all aspects of registration, records, transcript evaluations, room scheduling, degree completion and the University Catalog.

Students with Disabilities
Students with disabilities are encouraged to register with the Center for Academic Success and Records as soon as possible or at least two weeks before accommodations and services are needed. If the disability has not been officially diagnosed, the Center for Academic Success and Records can assist the student in finding professionals for the testing. The University does not conduct testing. If the student already has the appropriate documentation, the Assistant Director of Academic Success will assist the student in determining the appropriate accommodations and in issuing an accommodation notification to the appropriate professors. Common accommodations may include, but are not limited to: extended-time testing, reduced-distraction testing, and note-takers in the class.

Debby Ellis Writing Center
The Debby Ellis Writing Center, located in Mood 306, offers one-on-one and small group consultations with student writers at all levels, on all texts, in all disciplines, and at all stages in the writing process. The DEWC Director can also work with faculty on questions related to writing instruction in their courses. For more information about the DEWC’s resources for faculty, visit http://www.southwestern.edu/offices/writing/.

Office of Community-Engaged Learning
The Office of Community-Engaged Learning collaborates with students, faculty, staff, and community organizations to develop innovative projects that bring together learning goals, passions, and community needs. The office provides support for faculty wanting to build community-engaged learning into their courses. To learn more about models, resources, and connections to local organizations, visit http://www.southwestern.edu/offices/civicengagement/forfaculty.php

Office of Teaching, Learning, and Scholarship
The Office of Teaching, Learning, and Scholarship supports faculty as teacher-scholars and helps them explore the integration of scholarship and teaching that will enrich the education of Southwestern
students. The TLS office fosters a campus culture that values a diversity of learning, teaching, and scholarly approaches, and it assists Southwestern faculty and staff in developing courses and curricula, scholarly projects, institutional initiatives, and collaborations across disciplines. It also supports the success of faculty across their career stages at Southwestern. To do so, it collaborates closely with other offices and leaders that support scholarly and pedagogical work, including the Office of the Dean of the Faculty, the Smith Library and Information Services, the Office of Community-Engaged Learning, the Paideia program, the Debby Ellis Writing Center, and Foundation Relations. https://sites.google.com/southwestern.edu/tls/home?authuser=1

Facility Scheduling
The current schedule of facility usage may be viewed at www.southwestern.edu/calendar/. Choose the “Facilities Calendar.” To request a facility, click on “Scheduling a Facility” and choose 25LIVE. You are able to download a guide for instructions. Please note that the University has identified priority events and days over which programs are not to be scheduled. For more information review the Faculty Handbook. Administrative Assistants can assist with facility scheduling.

University Vehicles
The University maintains three 15-passenger vans (capacity of 11 passengers only). These are to be used for official University business. The department requesting the van will be charged per mile. If you are using a University vehicle, rental agency vehicle or personal vehicle for University business, you have to have a valid Texas driver’s license. To reserve a van, contact Helyne Knauth at 512-863-1916 [x1916] with the dates needed, the department to be charged, and the name of the driver. To drive the vans, you must have passed a short course on van safety offered by the University and have had your driving record checked by the S.U. Campus Police. Contact Derek Timourian at x1665 for more information.

Administrative Assistants – Faculty Support
There are four administrative assistants available to help you with your work. They are generally assigned based on your building location. One of the goals of this group is to provide better guidance to faculty members on the kinds of support services available and how these services may be requested. They can assist with duplicating of material (with prior notice), helping to arrange for speaker and candidate visits, and for other types of support work. You should have a conversation with the administrative assistant assigned to your building to find out about the other assistance she can provide. Feel free to give Julie Cowley a call (x1720) if you have any questions. Refer to Appendix 4.

Faculty Funds for Teaching, Research and Travel
Internal funds are available for travel to professional meetings, research projects, curriculum development, and collaborative research with students. Application dates are printed on the Office of the Dean of the Faculty website at www.southwestern.edu/offices/dean.

External Grant Seeking
If you are thinking of applying for an external grant, or if you would just like to explore potential sources of funding for your scholarly work, contact Larkin Tom, Director of Foundation Relations, (toml@southwestern.edu, x1432), Niki Bertrand, Associate Director of Grants (bertrand@southwestern.edu, x7908) or Julie Sievers (sieversj, x1233) for an individualized consultation. Also, be sure to review the grants Web site at http://www.southwestern.edu/offices/dean/funding/. This resource lists upcoming deadlines and general information on grants and foundation opportunities by academic discipline.
SU Scholar Institutional Repository
SU Scholar is Southwestern University's institutional repository, preserving and providing access to content created by members of the University. It collects scholarly and creative works produced by faculty, students, and other members of the Southwestern University community. SU Scholar includes faculty working papers, journal articles, conference presentations, book chapters, and creative works. It also highlights the best in student work, including select capstone projects, Paideia Seminar work, and more.

SU Scholar is managed by the Information Services Division in support of scholarship at Southwestern University. It is open-access compliant, with content freely accessible and searchable via Google Scholar and other search engines. To contact us, email suscholar@southwestern.edu.

Associated Colleges of the South
Southwestern University is a member of the Associated Colleges of the South consortium. The consortium is very active. The Presidents and Deans of the member institutions meet several times a year to discuss issues in higher education. Faculty members from the ACS are eligible for disciplinary-based programs (e.g. women’s studies, environmental studies, Latin American Studies), technology workshops, teaching and learning workshops, and travel abroad. A newsletter is sent electronically to all faculty, and the ACS Web site is available at www.colleges.org.
Faculty Evaluation and Faculty Governance

Establishing and Maintaining the Tenure File
Tenure-line faculty in their second, fourth, and tenure review years will be asked to submit your “professional file,” a collection of your teaching, scholarship, and service work from Southwestern University. You should begin talking to your department chair once classes get underway as far as what should be included. Common elements usually include: a copy of your current curriculum vitae, syllabi, samples of assignments, abstracts or manuscripts, proposals for research, and evidence of participation in the community (Southwestern and beyond). Your professional file should also contain copies of your Annual Report. At each review you will also include reflections on your teaching, scholarship, and community service. These files are maintained by you, but are filed in the Office of the Dean of the Faculty. The files are reviewed annually by the appropriate associate dean, members of the Faculty Status Committee, or your department chair. Careful organization of the file facilitates the reading and synthesis of your file.

Availability of Curriculum Vitae
To allow faculty to see the range of professional activity and achievement of tenured members of the teaching faculty, the Dean of the Faculty will keep a folder containing curriculum vitae, which will be available to the Southwestern community and updated annually.

Faculty Evaluation
For detailed information about how tenure-line faculty will be evaluated, see the Faculty Handbook.

Committees & Campus Governance
During the first year of a tenure-track appointment, you will not be assigned to serve on any committees. As the year progresses, you may be asked to sit on ad hoc committees or search committees. It is expected that you are free of committee work during your first year. You should discuss any requests for committee service with your department chair; do not feel obligated to serve on committees during your first year. The one exception would be if your own department is conducting a search – you should participate in this. Following months of work by the Governance Reform Task Force with faculty, student, and staff representation, Southwestern faculty approved a new committee structure in the spring of 2014. The coordinating committees are Curriculum, Faculty Steering, Staff Steering, Strategic Planning and Budget, and Student Government Association. The approved New Committee Structure document is available on the Dean of the Faculty’s Office Web site. Committees are either elected or appointed. During the late spring, tenured and tenure-track faculty will be asked to provide preferences for appointed committees.

During the second year, tenure-track faculty will serve on one committee – usually one named as a preference.

Policy changes brought forward by the various committees are voted upon at faculty meetings. Faculty meetings are held in the McCombs Campus Center at 11:30 a.m. on the fourth Tuesday of the month. The agenda for the meeting (and minutes from the preceding faculty meeting) are circulated via e-mail. It is expected that full-time Southwestern University faculty will attend faculty meetings. Part-time and visiting faculty members are encouraged to attend. Policies regarding voting in faculty meetings are explained in the Faculty Handbook. The meetings are generally led by the President and include reports from the President, the Dean of the Faculty, and the various committees. The meetings are scheduled for one hour.
Areas, Departments, and Schools
The Dean of the Faculty is the Chief Academic Officer for the campus. Southwestern University is divided into two academic areas: The Sarofim School of Fine Arts and the Brown College of Arts and Sciences. The Sarofim School of Fine Arts includes the departments of art and art history, music, and theatre. The Brown College of Arts and Sciences is divided into three academic areas, the Humanities, the Natural Sciences, and the Social Sciences. The areas are further divided into academic departments.

Summer School
You are not required to teach during the summer terms, although many faculty members elect to do so. In fact, the summer is often your time to carry out your professional research and creative works agenda. It is also a time when many faculty collaborate in research and creative works with students. Southwestern University does have a summer school program divided up into three summer sessions. The first two sessions, May and June term, last for three weeks and basically every day represents a week in the traditional semester. Students pay a reduced rate for the summer classes, and faculty are paid based on a formula that includes the number of students and the number of credits. You can only teach one course per three-week session. The third summer session is for special courses that don’t fit into a three-week session. For example, students desiring credit for summer research typically sign up for this third session.
Communication & Media Vehicles

Faculty Profiles in the Faculty Experts Database
Official faculty web pages may be developed by going to the “Profile” tab located in the MySouthwestern portal which can be accessed from the Southwestern home page or by going to https://my.southwestern.edu/uPortal/Login.

Some basic content such as your phone number, title and office will appear by default on your profile. This information is drawn from various databases, which means you will never need to update it. The portal allows you to add additional information such as your education, research and professional publications. It is your responsibility to keep these fields up to date.

There is a “Profile: Media” box. Please edit and submit the requested information if you want to be included in our Faculty Experts Guide that is available to the news media (http://www.southwestern.edu/experts/). This tab enables you to provide information on subjects you can knowledgeably discuss with the news media.

The profile application allows you to upload a photo of your choosing, or you can use your Pirate Card photo as a default. Your official profile will automatically be linked off your departmental web page.

Faculty members may still have personal web pages, and the profile application has a field that enables you to link to such pages. For assistance in creating official faculty web pages, contact Ed Hillis at x1066 (hillise@southwestern.edu).

Important Phone Numbers
An online directory is available via the SU portal. Dialing “0” from a campus phone will get you the campus operator; from off-campus, the operator can be reached at 512-863-6511. You can also reach the campus police at 512-863-1657.

Campus Notices
The Campus Notices system allows anyone on campus to post a notice and target that notice to the most appropriate audience (faculty, staff, students or everyone). The system is accessed by going to the University portal at https://my.southwestern.edu/ and clicking on the Campus Notices button on the left hand side of your screen. Campus users can log in using their e-mail address and password. Notices may be scheduled for delivery the next day or at another future date. Notices in a variety of categories are accepted, including Official University News and Notices; Club, Organization and Extracurricular Notices; Community Service and Fund-Raising; and Personal Notices.

News from the Dean of the Faculty
News from the Dean of the Faculty is an electronic newsletter sent to faculty members periodically.

su-fac-off@southwestern.edu
You are automatically subscribed to su-fac-off@southwestern.edu. This is the way that official notices are sent to the entire faculty from the President, the Dean of the Faculty’s Office, the Fiscal Affairs Office, and the Records Office. It is used very sparingly. You won’t be able to send a message via this listserv. Most announcements are sent via Campus Notices.


su-faculty@southwestern.edu
You may hear faculty talking about su-faculty@southwestern.edu. Subscription is voluntary, but you may post announcements about SU events. Most announcements are sent via Campus Notices.

Emergency Notification System
Southwestern operates an Emergency Notification System (ENS) that is used to notify the campus community of significant emergencies. The ENS is used for emergencies only.

The system features rapid notification by e-mail, landline telephone, mobile phone, text messaging and TDD/TTY. In the event of an emergency, you will be contacted through all channels for which you provide information. All members of the campus community must provide their contact information via Web Advisor which may be accessed through the University portal at https://my.southwestern.edu/.

After logging into the Portal, you should see a “Web Advisor” tab. Click on it. Then click on “Employee” or “Faculty.” The next page will contain a menu item “Contact Information.” Click it to access the web form and provide/update your information.

The form is self-explanatory. You may provide up to 3 phone numbers and 1 alternate, non-SU e-mail address. Notification will be sent to your Southwestern e-mail address by default. Please do not include your on-campus telephone number. A separate system is used for notification via on-campus numbers.

Faculty Notables
Notables should continue to be submitted using the form at http://www.southwestern.edu/academics/facultynotables.php in order to appear on the websites. Please contact your administrative assistant if you would like the same information to show up on your departmental page. Additionally, you can find a list of regional and national media placements that Southwestern students, faculty, and staff have received here. Included is the date of the placement, the media outlet in which it appeared, and, if possible, a link to the archives or the actual story.

Megaphone
The Megaphone is the student newspaper. It is published once a month during the academic year. Submissions should be sent to megaphone@southwestern.edu. The Megaphone is available online at http://www.southwestern.edu/studentlife/megaphone/.

Southwestern Magazine
Southwestern magazine is the official University magazine. It is published twice a year by the Office of University Relations-Communications. Deadlines are several months in advance of publication. Submissions or ideas for stories should be directed to sucommunications@southwestern.edu.

News from SU for Parents
News from SU for Parents is an electronic newsletter that is e-mailed monthly (except during the summer) to all parents of Southwestern students. It is published by the Office of Parent Relations. Submissions for News from SU for Parents should be sent to parents@southwestern.edu. Deadlines are the 10th of each month, and the newsletter is mailed the 15th of each month. Archived editions of News from SU for Parents are located at www.southwestern.edu/gateways/parents/.
News from SU for Alumni
News from SU for Alumni is an electronic newsletter that is e-mailed quarterly to all alumni for whom the University has addresses. It is published by the Office of Alumni Relations. Submissions for News from SU for Alumni, SUAlumni.net, or The Association Facebook page, should be sent to alumni@southwestern.edu.

Events Calendar
The Southwestern University Events Calendar is a Web-based calendar that provides faculty, staff, students, and the community easy access to information about what is happening on campus. It also provides faculty, staff and students an opportunity to promote their approved events. To view the calendar, visit the SU Home Page and click on Calendar. To add an event, click on “Add Event” on the right hand side. You may also request assistance from your building’s faculty administrative assistant.
Acronyms Guide

ACS: Associated Colleges of the South – The consortium to which we belong.

AES: Advanced-Entry Seminar - This is a required course for all incoming transfer students. It begins during New Student Orientation and continues through October. It is a four-credit course. The course is taught in small sections of 12-16 students and has common goals including writing, research, critical and creative thinking, and informed discussion skills.

CC: Curriculum Committee – Issues of relevance to the academic program are addressed in this committee (e.g. curricular reform, catalog copy, approval of new courses and programs, academic policies).

FAB: Fine Arts Building – The building where the departments of Art and Art History, Music, and Theatre are housed. Some members of the visual arts are housed with their studios and teaching studios in a separate building. The FAB also contains two theaters, a recital hall, practice rooms, and a gallery space.

FJSH: Fondren Jones Science Hall – The building where the departments of Physics, Biology, Chemistry and Biochemistry are housed.

FSC: Faculty Steering Committee – Issues of relevance to faculty members are addressed in this committee (e.g. sabbatical policy, benefits, parental leave policy, salary).

FWO: Frank W. Olin Building – The building where the departments of Communication Studies, Psychology, and Modern Languages and Literatures are housed.

FYS: First-Year Seminar - This is a required course for all incoming first-year students. It begins during New Student Orientation and continues through October. It is a four-credit course. The course is taught in small sections of up to 20 students and has common goals including writing, research, critical and creative thinking, and informed discussion skills.

IFC: Inter-fraternity Council - This is an organization with representatives from all of the different Greek organizations on campus.

IS: Information Services - This is the unit that encompasses the A. Frank Smith Library and Information Technology. Staff are located in the Library (SLC) and Prothro Center (PRC) buildings. The Information Desk on the first floor of SLC provides circulation, reference, reserves, Pirate Card, and technology services. Call x7333 or come by in person.

IT: This is the part of Information Services that provides you with technology and A/V support – both in your office and in your classrooms and laboratories. In addition to providing you with your computer hardware, all technology (hardware and software) purchases must be approved through this office. IT also provides technology workshops, individual consultations, and support for computer problems in the various student computer labs and classrooms on campus. An Information Desk is available for you to call with technology problems (x7333), or you can visit them near the entrance of the A. Frank Smith Library Center.

KEW: Kyle E. White Building – The building where the Departments of Religion and Philosophy are housed.

SGA: Student Government Association: Issues of relevance to student affairs are addressed here (e.g. alcohol policy, paper policy, student judiciary, student government).
SACSCOC: Southern Association of Colleges and Schools Commission on Colleges - This is the regional accrediting body that assesses SU’s operations. Through the SACSCOC, we undergo an extensive self-study and an external review every ten years. The University was reaffirmed in June 2013.

SPBC: Strategic Planning and Budget Committee: Receives, reviews, and disseminates information about the University’s budget; collates and conveys information regarding budgetary needs, faculty and staff positions, compensation and benefits, institutional priorities, etc. for appropriate committees; and advises the President on all such matters.
Frequently Asked Questions

Logistical Issues – Navigating Around SU

1. How do I order business cards?
   Go to www.southwestern.edu/offices/creative/ and click on the “Business Card Order Form” link. Cards take about 2 weeks for printing. All business cards orders need to be approved by your department chair before placing an order.

2. Paydays and Paychecks? How do I set up Direct Deposit?
   Paydays are established for exempt and nonexempt employees. Exempt employees are paid on a monthly basis on the 25th of every month. If the 25th falls on a weekend or a holiday, employees will be paid on the preceding workday. Employees will receive their paycheck through campus mail, from the payroll office or from their supervisor. Direct Deposit is available for monthly and bi-weekly paid employees, including a secondary direct deposit distribution. All questions regarding paychecks should be directed to the Payroll Office in the Business Office. The form can be found on the Human Resources web site (http://www.southwestern.edu/hr/forms).

3. How do I mail (and have the department pay for) professional mail?
   At the mailroom, there are small sheets of paper that ask for account numbers and academic departments. Fill these out and paperclip them to your stack of mail. It is best to use University envelopes for your professional mail. Account numbers may be obtained from your department or program chair. Official University stationery may be purchased from the Bookstore (using a department account) or perhaps obtained from the faculty administrative assistants. Check with your department chair to see how it is typically handled in your department.

4. How do I request a classroom for a one time or infrequent event?
   If the time requested is between the hours of 8:00 a.m. and 5:00 p.m., check with the Records Office. They schedule classrooms during those hours. Don’t assume because it is a classroom that it will be available in the evenings or during “slow times”. If you need a room beyond those hours, go to https://25live.collegenet.com/southwestern/#home_calendar[0] and log on using your SUId and password. Then click on “Create an Event” in the middle of your screen. You will receive written confirmation (by e-mail) after the room reservation has been approved. Administrative Assistants can help you with room reservations.

5. How do I arrange for refreshments on campus?
   Officially, all refreshments served in the Campus Center need be ordered through Sodexo. Request a price list from x1901. In other buildings, outside food may be brought in. Administrative Assistants can help you with these arrangements.

6. How do I get reimbursed for University-related expenses?
   For purchases under $100, you may be reimbursed immediately using a petty cash voucher. Fill it out (including the account number to be charged that you may obtain from your department chair), attach the receipts, have your department chair or program chair sign the reimbursement form, and give it to the front desk in the Business Office. If the expenses exceed $100, you need to fill out a check request form. This form requires an account number, a description of the purchase, the purpose of the purchase, and your department chair’s signature. It also needs to be accompanied by the receipts. Checks are written once a week. Turn in your check requisition form by noon on Tuesday to be paid during the same week. Turn in the form to Lori McBee in the Business Office. Check Requisition forms are available online at www.southwestern.edu/businessoffice/. Administrative Assistants can assist you with reimbursements.
7. **How do I purchase supplies for laboratories?**
   Signed purchasing forms must be submitted to the Business Office. Use a Requisition Form (available online at www.southwestern.edu/businessoffice/) and obtain the signature of the department chair. Check with your department to see if anyone else participates in the purchasing process. NOTE: It is important to plan ahead and not order supplies a day or two before they are needed. Shipping other than standard air is very expensive and is costly to your department budget. The request also takes a day or so to clear the Business Office. It is critical that you check with your department chair to see how your department handles the purchasing process. Administrative Assistants can assist you with supply orders.

8. **How do I request software for my office computer?**
   All software and hardware purchases must be approved in advance by your department/program chair and by Information Technology (IT) in advance. You should also check with IT to see if the University already owns the software.

9. **How can I track my budgets (including start-up funds)?**
   To the best of your ability, you should track these on your own as you spend the funds. If you know the account number, you can access account information from the SU Portal, Web Advisor tab. You can access your budget account by selecting “Budget Summary” or by selecting “Budget Selection” and entering the account number. Your administrative assistant is also a great resource.

10. **Who are the “people to know” when it comes to travel, reimbursement, supplies, and funding?**
    Most of these issues should come through your department/program chair. Ask what the policies and customs are in the department. In most cases, any reimbursement or ordering requires the signature of the department or program chair.

11. **What are the various opportunities for me to get funding with the institution for research and projects?**
    There are many funding sources, and they vary depending on the use (research, curriculum revision, travel) and on whether they involve students or are part of a larger program. Check out www.southwestern.edu/offices/dean/. You will find information on internal funding under Faculty Resources for Research, Faculty Resources for Teaching, and Undergraduate Research. Internal funds are an excellent way to start projects that will eventually attract outside funding.

12. **What do the department/program chairs and associate dean do? How can they help me?**
    NOTE: The term “program” refers to our interdisciplinary programs that are composed of faculty members from multiple departments (e.g. animal behavior, classics, environmental studies, feminist studies, international studies, and Latin American and border studies; all programs have program chairs who function in similar ways to department chairs). Department/program chairs are hardworking folks! In addition to their regular faculty duties, they convene the department/program for faculty meetings, coordinate the class schedule, chair search committees for faculty searches within the department, manage the departmental or program budget, have signing authority on many student and administrative forms, coordinate grant writing for departmental or program initiatives, chair department/program reviews for their department/program, mentor new faculty in their department, provide leadership to the department/program, write the annual departmental/program report, provide feedback to faculty and to the Faculty Status Committee as faculty move through the tenure and promotion process, and sit on many committees as a result of their chair position.

13. **How do I set up my voicemail account, and who can explain all the features?**
    Instructions for setting up your voicemail and a telephone user guide are available at http://www.southwestern.edu/its/faculty_staff/phones.php. If you need further assistance, you may
contact the Telecommunications Coordinator at x1500. One helpful feature on our voicemail system is the ability to record temporary “away from the office” messages.

14. What are the deadlines for the internal grants?
Detailed descriptions of these programs may be found on the Dean of the Faculty’s Office Web site at www.southwestern.edu/offices/dean/. Alisa Gaunder, Dean of the Faculty (x1233) can answer questions about internal grant programs.

15. How do I acquire supplies needed for class/teaching and/or for my office?
The Bookstore stocks all kinds of office supplies and will also order for you. To purchase through the Bookstore, you may charge items to your department. There may be a limited number of people with signing authorization in your department, so check with your department chair. Some departments order office supplies through outside vendors using the same process as described for ordering other kinds of supplies. Still other departments keep a “stockpile” of supplies somewhere in the department so that you don’t need to run down to the Bookstore every time you need a new pen. You should check with your department chair to see how it is done in your department. Your building’s Administrative Assistant is also a great resource.

16. How are start-up funds for new tenure-track faculty typically spent? What is considered a “valid” use of the funds? In the past, how have new tenure-track faculty members used their funds?
For the most part, faculty have used their funds for research/creative works supplies and/or equipment.

17. How often should I be on campus?
The Faculty Handbook states that full-time faculty are normally expected to be on campus five days a week during the regular semester when they are teaching. In addition to meeting your classes and being accessible to students during office hours, there are often department or University responsibilities to complete. Many faculty schedule specific blocks of time in order to work on their professional activity. Talk to your department and/or program chair for more clarification.

18. How can Counseling Services be a resource to me when dealing with a troubled student?
Counseling Services is available for you in two different ways – first, as a referral resource and partner to assist students through various difficult situations in order to minimize academic damage. Students may have personal problems that interfere with their academic work. (Range of problems include: test anxiety, writer’s block, depression, anxiety disorders, personal crisis such as death in the family or sexual assault, bizarre behaviors, etc.). Counseling Services puts a priority on getting those students “back in the game.” Second, Counseling Services will also help advise you if you aren’t sure about a perceived issue with a student. If you see a student who appears to have personal problems that are interfering with their ability to perform in class, you can either call Counseling Services for confidential advice, or refer the student directly to Counseling Services.

19. How do I get class materials duplicated?
Your SU ID card also serves as your copy card. It will automatically charge your department’s account for each copy made. Student workers are available to help with photocopying when you have materials ready far enough in advance. Talk with your administrative assistant to help arrange work to be done by student workers.

20. How can the University Chaplain be a resource to me when working with students in the classroom?
The University Chaplain is available as a consultant to you when religion enters the classroom in inappropriate ways. This may happen when students knowingly or unknowingly attempt to “take over” a discussion or project by inappropriately sharing religious experiences, beliefs or
commitments, by students trying to change the boundaries of the topic, or by students questioning the integrity of class expectations or dynamics or even the course itself. (See http://www.southwestern.edu/offices/spiritualandreligiouslife/ or call x1527)

Logistical Issues – In my class and/or with my students

21. **How do I invite a speaker to give a seminar or visit my class?**
   If you are thinking of providing a stipend, or if any additional expenses are involved (e.g. travel and lodging), be sure that there is money allocated for this in your budget, whether paid or not, guest speakers also require additional paperwork to be completed (namely a contract to be signed by University personnel and the speaker) through Norma Gaines, Executive Administrative Assistant for Fiscal Affairs. Note: Administrative Assistants can assist you with arranging for seminar speakers.

22. **How do I put a book on reserve for my class?**
   You need to complete a Reserve Request Form online or in print for each course in which you are placing items on reserve. You can access the forms on the Information Services website or request them at the InfoDesk. Be sure to submit your requests for the semester as early as possible. Items placed on reserve are usually available to students in less than a day, but may take as long as 3 days during especially busy times of the semester. For more detailed information, including copyright permissions, go to http://southwestern.edu/infoservices/departments/operations/reserve_request.php.

23. **Can I serve alcohol to, or allow alcohol consumption by, students on “official University events”?**
   Only if the students are 21 or older. And, even then, you could become responsible for their behavior after they consume alcohol you provided. If you are considering an activity off-campus that will involve alcohol, you will want to chat briefly with the Dean of Students (who works with students regarding the events they host that involve alcohol) to be sure you are complying with all applicable laws and are not putting yourself in legal jeopardy. You will also want to consult with your department chair about alcohol on University-sponsored events (like field trips that yield credit) as opposed to class dinners (which are optional).

24. **What technology is available that I can use for my classes and how do I learn about those?**
   Southwestern is a Google Apps for Education campus and this suite of apps is available to all faculty, students and staff. Moodle, our content management system (CMS), allows you to place content, receive assignments and grades for your classes online. Examples include your syllabus, online quizzes/exams, forums, assignment submissions and much more. You can place video and audio clips on your Google Drive or your YouTube page and easily add links to those on your Moodle class sites. Google Apps features include the ability to collaborate on documents, spreadsheets and presentations with your students and colleagues, creation and delivery of surveys, questionnaires and data collection tools, interactive video web presentations/meetings/conferencing to bring remote guests into your classrooms and interact with students at other institutions, and your YouTube page for organizing video content.

   Each classroom at Southwestern is equipped with in-room speakers, projector, screen or HDTV, and connections to attach your iPad/laptop/tablet. With the exception of the Cullen classrooms, all include a Mac or Windows computer, a document/object camera and external DVD/CD player. A touch screen console allows you control what is being displayed on the screen. The Research and Digital Scholarship group conducts Moodle and Google workshops and walk-in sessions throughout the year. Announcements of the dates and times are sent through e-mail and campus notices. For Instructional Technology information needs or questions, please contact Melanie Hoag, Instructional
25. *How and when should I refer a student to the Center for Academic Success and Records (CASAR)?* Usually, if the student is showing a high absenteeism rate, is not keeping up with assignments, is showing academic difficulty, or if the student has a sudden change in academic performance, you should submit an Academic Warning notice through WebAdvisor. In your submission, you may include a referral to CASAR. The CASAR staff and/or peer mentors will follow-up with each student who received an Academic Warning notification. Should you continue to be concerned about the student, you may contact CASAR directly at x1952.

26. *What do I do when a student begins to miss a lot of classes?* (This is a more specific version of the last question.) First, contact the student. If you do not hear from the student, contact the CASAR and ask them to query the student’s other professors. (You will probably start to get some of these query e-mails.) It can be really helpful to know if the student is having attendance problems in multiple classes, and the CASAR can begin to work with the student if necessary.

27. *What is a reasonable amount of reading and other out-of-classroom work that I can expect from my students?* Talk to your colleagues and consult the semester credits policy. While we may expect a certain amount of time spent per credit hour, data from the NSSE (National Survey of Student Engagement) indicates that many students spend less time than we expect.

28. *How can I deal with excessive absenteeism in my classroom? Can I prevent this behavior?* Be sure to include an attendance policy in your syllabus and explain it verbally on the first day of class. The policy should include the maximum number of absences for any reason above which a student cannot pass the course. When excessive absences jeopardize a student’s work in any course, you may initiate the involuntary withdrawal process prior to the end of the ninth week of classes by contacting the Records Office.

29. *When is the “regular” course calendar altered or abridged?* Major University events can alter or abridge the regular course calendar, such as during the Brown Symposium. Students are allowed to miss class, but remain responsible for all assigned work.

30. *If I am ill, or if an emergency arises, how do I cancel my classes? (What is the official procedure?)* Call your building’s Administrative Assistant to put a sign on the room door. Notify your students through Moodle or your class email or text message list.

31. *What (and when) is Fall Break? Senior final exams?* Fall Break occurs in October (October 12-13), and includes a Monday and Tuesday in which classes are not held. Senior final exams are given in the spring semester ONLY. In order to get spring grades for seniors turned in on time, you must arrange with the student an earlier time to take their final exam (or turn in their final paper/assignment). University policy requires a final evaluation of some kind in all courses. The date to turn in senior grades in the spring semester is typically one week earlier than all other grades and falls early in the week that you give your other final exams.

32. *If my assigned finals time is inconvenient, can I move the exam time to another slot?* Generally not.
Getting to Know Other Faculty, Social Issues, and Living a Balanced Life

33. What sort of extra-curricular and/or social activities am I expected to attend?
Full-time faculty are expected to attend Matriculation Convocation, Fall Faculty Conference, and Commencement. The Admissions Office sponsors lunches with prospective students – it is important to participate in some of these events. There are many events and activities that occur on our campus. You certainly aren’t expected to attend them all, but attending campus events is a good way to learn about the institution. If you are unsure about your level of participation, talk to your department/program chair.

34. What sort of cultural life is on campus? What do events cost? What time are the events? How do I find out about what’s going on?
The Sarofim School of Fine Arts offers a full schedule of concerts, production, lectures and exhibits in a variety of spaces on and off campus. All performances and presentations are free to SU faculty. Theatre productions are normally at 8:00 p.m. Most musical events take place at 7:00 p.m. Art History lectures and Gallery art exhibit openings occur at various times, from 4:00 p.m. to 7:00 p.m. When exhibits are in place, the Gallery is open 8:00 a.m. to 5:00 p.m., Monday-Friday. All events are on the calendar and the SU Web site. All events are also publicized in Campus Notices, and the Williamson County Sun regularly runs articles and schedules of SU arts events.

35. I can’t always get to evening events. Are there other ways for me to take in the cultural life on campus?
In addition to the evening events, the School of Fine Arts regularly presents daytime events, such as lunchtime theatre and student musical performances. For example, on most Fridays at 3:00 p.m. throughout the year, the Music Department presents Musicale, a brief (hour or less) presentation by advanced musical students-voice, keyboard, strings, etc. A great way to end your week is to stop in to hear extremely talented students perform some beautiful music in an informal setting. These Musicales are listed in Campus Notices. If you would like to plan ahead, call the Fine Arts Administrative Assistant at x1504 for a copy of the semester schedule. The Gallery is open all day whenever there is an exhibit in place; feel free to drop by the Gallery in the FAB to take a look.

36. Where do faculty members hang out when they’re not in class, lab, studios, library, committee meetings, or offices?
Complimentary coffee is available in the Merzbach Lounge in the Campus Center. Faculty sometimes gather here for informal conversation with colleagues. A computer and faculty-authored publications are also available in the lounge.

37. Where can I go for lunch or after work for dinner and/or a drink in Georgetown?
Talk to your colleagues about their favorite lunch and after work haunts. On campus, there is usually at least one table of faculty and staff who gather together informally for lunch in the Campus Center. Off campus, within a 5 minute drive, you’ll find: Dos Salsas, Chipotle, El Charrito, Fish City Grill, Wildfire, The Monument, Longhorn Steakhouse, Chili’s, Applebee’s, Roots Bistro, Sonic, Schlotzsky’s, 600 Degrees, Subway and Cotton Patch. There are many others, so ask your colleagues!

38. What are some quick ideas for meeting other faculty?
Put a candy jar in your office with free chocolate – let everyone on your floor know they are welcome to come get some (people will stop by and bring you news when they do); eat several lunches a week in the Commons and sit down uninvited with groups of faculty; stop by the Merzbach Lounge in the McCombs Center (free coffee!). The point – it takes a commitment to engage yourself. Meeting faculty outside your own department will fill in the blanks about institutional history, how to do things in the institution, etc. One needs to actually “study” the oral traditions of the institution like an
anthropologist might. One also needs to study the “text” traditions found in various manuals, Web pages, and other documents.

39. Where can I get coffee on this campus or in the town?
The library’s coffee bar is open from 8:30 a.m. to 11:30 a.m. in the morning, and 7:00 p.m. to 11:30 p.m. Monday through Thursday, Friday mornings 8:30-11:30 a.m., and Sundays 1 p.m. to 11:30 p.m., and is staffed by students. They serve certified organic free trade coffee, and also hot tea, chai and cocoa at a very reasonable price. The student-run Korouva Milk Bar is a great place for coffee – and some years, they even deliver! The Cove (in the Campus Center) serves Starbucks coffee, and free brewed coffee (no lattes) is available in the Merzbach Lounge in the Campus Center. Cianfrani’s, located on the Square, serves coffee and coffee drinks. They roast their own beans. It is a Georgetown hangout. The Library serves Cianfrani’s coffee during certain hours. There are two Starbucks located near the University; one at the corner of Austin Avenue and Williams Drive and the other is in the Wolf Ranch Shopping Center.

40. Do faculty play on intramural teams? How can I find out more?
Absolutely! The Intramural Office can sign you up (x1606). In general, there are faculty teams for bowling, golf, racquetball, tennis, soccer, softball, and flag football. You can always start an intramural team.

41. I need ...to join a Pilates Course!...to join an aqua fitness course! ...camping gear! Where can this happen?
For Pilates or Aqua Fitness, contact Derek Timourian at x1665. To borrow camping gear, contact the SIRA office at x1649. Check out the SIRA Web site for all of the programming and equipment rental information: www.southwestern.edu/offices/sira/fitness/

Library Issues

42. How can I get into the Library during the summer and over holidays?
Faculty can access the Library when the university is operating but classes are not in session. During business hours, you can swipe your pirate card on the reader facing the fine arts building. This also applies during late night hours. Please consult the website for the most up to date hours: http://southwestern.edu/infoservices/about/hours.php.

43. How quick is interlibrary loan? Can I check out books from UT-Austin?
Interlibrary loan forms are available on the Library’s Web site (www.southwestern.edu/library/departments/ill/index.php). The time it takes to receive your request depends upon whether you are requesting an article or a book. Articles can often be received within 24 hours. Books take longer – generally one to two weeks. Books may be checked out from UT-Austin using a TexShare card.

Professional Activity Issues for Tenure-Track Faculty

44. How will I be evaluated within my department? (i.e. what is my department’s specific criteria for advancing through tenure and promotion?)
Talk to your department chair and to members of your department.

45. Although I will not be assigned committee work during my first year, can I volunteer to serve on a committee if I have a special interest in that particular group (i.e. academic program committees such as environmental studies)? Or is it recommended that I refrain from committee work during my first year?
Talk to your department chair. Usually it is recommended that you use your first year to become
adjusted to the college and to become more familiar with your academic department. If you have interests in a particular academic program, you may wish to participate in those meetings.

46. *When preparing or updating my CV for my first-year review – how should I present my professional record in ways that will best provide my chair and the Faculty Status Committee with the information that they need to best evaluate my progress? (i.e. should I produce a special "Southwestern version" of my CV to be used internally?)*

Many faculty elect to prepare two versions of their CV – an internal version that includes committee service and course preparation, and an external version. In your first year, you typically aren’t serving on University committees, so you might choose to supplement your CV with documentation—such as the syllabus for your newly-developed courses.

47. *What sorts of progress will my chair and the Faculty Status Committee (FSC) be looking for during my first year at SU?*

During your first year, the FSC (or your department/program chair) will primarily be looking at your work within your department and at your initiation of professional activity. How have your courses gone (as judged by your teaching evaluations)? What sorts of research plans have you sketched out for yourself? What are your plans for achieving this?

48. *What role do first-year faculty members typically play during area/faculty meetings?*

This may vary from area to area, but generally, new faculty contribute (and are encouraged to do so) in unit discussions. Faculty meetings are held monthly and are led by the Dean of the Faculty. There are many opportunities for comments and questions. It is often wise to remember that it may take some time to get a sense of campus history, campus policy, and unit and faculty politics before making.
Appendices

Appendix 1: Sample Syllabi
Appendix 2: Approved Course Times
Appendix 3: Course Evaluation Material
Appendix 4: Administrative Assistants / SU Faculty Support
Appendix 5: Academic Calendar
Appendix 6: Religious Holidays
Appendix 7: Semester Credits at Southwestern
Appendix 1: Sample Syllabi

Developmental Psychology  Evolutionary Biology

Introduction to Art History: Image, Object, Text  Music and Identity
Developmental Psychology

Description: A theory and research-based overview of the ways in which nature and nurture combine to produce developmental outcomes in the biological, cognitive, intellectual, personality, and social domains, focusing on childhood & adolescence. Prerequisite: 33-103 or 33-104.

Student Learning Outcomes: students will demonstrate a basic understanding of

1. current theory and research in the field of Developmental Psychology.
2. the characteristics, strengths, and weaknesses of basic methodologies used to answer developmental questions, and be able to critically evaluate the knowledge produced by these methodologies.
3. the many ways that nature and nurture act and interact to produce normative development and individual differences.
4. how culture and context can influence development while at the same time recognizing human universals.
5. how the science of developmental psychology can enrich one’s understanding of one’s own and other’s developmental trajectories.

Instructor: Dr. Jacqueline Muir-Broaddus
E-mail: muirbroj@southwestern.edu; phone: 863-1571

Office Hours: FWO 214; M/W 11-12; T/Th 1-2.
At other times, please drop by or make an appointment.

Class: MW 1:25 to 2:40, FWO 209

Class web site: Select Moodle from the SU portal
If you haven’t already done so, enroll in the psychology list serve at http://www.southwestern.edu/mailman/listinfo/su-psych

Texts: Berk, L. (2009). Child Development (8th ed.). Boston, MA: Pearson. The correct version is a NEW copy of “Books a la Carte Plus MyDevelopmentLab” with ISBN 10:0205775381, which comes with pre-paid web access to MyDevelopmentLab and MyVirtualChild. Do NOT purchase a used copy or sell your used copy...the access code is good for only one student. This ISBN is for the shrink-wrapped packet with an unbound text and access code enclosed. You can access the etextbook, sample test questions, etc., at www.mydevelopmentlab.com.


Additional required readings: All readings posted on class Moodle site.


**Attendance:**

You are expected to attend all classes and exams as scheduled. I have observed that students who do not attend class earn poor grades, and worse, they do not learn much. You are responsible for making yourself aware of missed material and announcements.

Tests and assignments must be completed as scheduled. Absences are excused only for participation in university-approved events (i.e., varsity athletics, field trip, performance, holy day, etc.) and must be made-up as soon as possible. At my discretion, absences may also be excused for severe illness (doctor or hospital note required) or personal emergency. In all cases please notify me in advance or as soon as circumstances permit. Due to time constraints and the fact that most work takes place before the presentation date, group seminar presentations are not normally re-scheduled due to the absence of a group member, regardless of the reason for the absence. However, I may be able to reschedule under some circumstances if given advance notice.

**Students with disabilities:**

Southwestern University will make reasonable accommodations for students with documented disabilities. To arrange accommodations students should contact the Assistant Director for Access and Academic Resources within the Center for Academic Success, located on the 1st floor of the Prothro Center for Lifelong Learning (863-1286; carterk@southwestern.edu). Students seeking accommodations should notify the Assistant Director at least two weeks before services are needed. It is the student’s responsibility to discuss any necessary accommodations with the appropriate faculty member. For more information, go to http://www.southwestern.edu/offices/success/.

**Honor Code:**

Students should act “with honesty and integrity”, as the SU honor code requires, which includes properly citing the work of others and collaborating with others only when it is specifically authorized (e.g., seminar presentations). With respect to this class it is also a violation to make use of old exams and in-class quizzes in any way.

**Assignments and Evaluation (325 points total)**

**Exams (160 points):**

In the belief that informed opinions are grounded in research-based content knowledge, your understanding of developmental concepts will be evaluated via four exams based on the text, class material, and readings. The four exams are non-cumulative.

- **Exam #1:** 25 points
- **Exam #2:** 40 points
- **Exam #3:** 40 points
- **Exam #4:** 55 points

**Quizzes (70 points):**

**Berk text (50 pts):** Go to http://www.mydevelopmentlab.com/, select Berk’s *Child Development* 8th edition, register (once), and then complete the pre-test and post-test quizzes for at least 8 of the 13 assigned chapters (1,2,3,5,6,7,8,9,10,12,13,14,15). If you complete more than 8 I will use your 8 best scores. If you have technical problems, reboot your computer (as for all computer problems!) and make sure the caps lock isn’t on. If it still isn’t working consult http://www.mydevelopmentlab.com/help.html. If the problem remains,
contact Pearson’s tech support using the contact information at the bottom of the my developmentlab web page, including online web chat. For example, use 888-433-8435 or http://247pearsoned.custhelp.com.

Complete the pre-test before reading each chapter and the post-test after reading/studying each chapter. Although you should study for the post-test, you may consider it an open book test (that is, you may use the book to find and check answers). You may also work with one or more classmates as long as the work is truly collaborative. That is, you may select answers through discussion but it is a violation of the honor code to simply copy answers selected by another student. The “study plan” shows your score out of 25 on both the pre-test and post-test as well as topics needing further study, but grading will be based on post-test scores only. Immediately upon post-test completion you MUST print the resulting “study plan” and also e-mail it to yourself (click the button on the top right of the screen and enter your e-mail address). I say “must” because failing to do this will NOT excuse you in the event you lose your study plans or your login becomes nonfunctional. The date stamp on the post-tests must be no later than the due date for that chapter. In the case of excused absences (documented illnesses etc.), post-test scores are due the day of the subsequent class. I understand that “stuff happens” so I will accept ONE “free” late quiz from each of you regardless of reason up to one week past the due date (but no later than the final Quiz Report due date) as long as the reason is stated on the report. In fairness to others, do not ask to submit more than one unexcused late quiz or to extend the final deadline.

On the due date that is listed on the course schedule, please bring to class a completed Quiz Report (available on Moodle) summarizing your best 8 post-test scores. Please attach your study plan printouts so that I can verify the scores and date stamps.

**Taking Sides and posted readings (20 pts):** For each of the four supplementary readings posted on Moodle and for every Taking Sides issue (but NOT Berk text chapters), short 2-point quizzes will be given at the beginning of class on the dates they are assigned to be discussed. Quiz grades are intended to simultaneously tap attendance and punctuality so no make-ups will be given except for excused absences. I will drop your two lowest grades.

**Paper: (25 points)**

In order to provide you with the opportunity to further explore developmental concepts, please write a short (3-4 pages) typed and double-spaced paper based on an interview, an analysis of some component of your life or the life of a close friend/relative, an observation or assessment of one or more children, and/or outside research into some topic within Developmental Psychology. These options are further detailed below. Feel free to be creative. Whatever it is that you choose to do, I will evaluate it in terms of the accuracy, insight, depth, and sophistication with which you have critically examined or applied developmental concept(s). I will also consider the quality of your written expression. Although outside resources are not required, they are often needed to achieve a sophisticated analysis. Papers must incorporate specific course-related terms and concepts, which must be underlined (note that terms are almost always 1-3 words) and referenced with a source and page number. Late papers will be penalized 1 point (4%) per day unless your absence is excused according to the attendance rules detailed above.

1. **Interview:** Interview a parent, child, teacher, social worker, etc. about any course-related topic. For example, interview a parent and consider the extent to which you and/or your parent illustrate or deviate from text coverage of developmental issues? Include your written list of questions with your paper as an Appendix (it won’t count in the page limit). Because the paper is short use only limited direct quotes from your interviewee; I want your insights and analysis of this individual’s remarks with respect to course content.

2. **Analysis of life events:** Analyze some component of your own life or the life of someone you know well with respect one or more topics in Developmental Psychology.

3. **Observation:** Observe children and analyze your observations with respect to course content (e.g., development of play).

4. **Popular press vs. developmental science:** Study one or more popular press sources, such as a child-rearing book, magazine article, or program such as Nanny 911 or Dr. Phil (drphil.com), and evaluate it in the context of developmental theory and research. Perhaps consult J. Rankin’s 2005 book called Parenting experts (available in the library).
5. **Child assessment.** With parent *and* child permission, ask children to answer questions or engage in activities to demonstrate developmental phenomenon, such as categorization, object permanence, belief-desire reasoning, conservation, peer relations, etc. (see text index). Check out the activities described in the text or the *Research Manual in Child Development* in Olin 213. You may also test your own hypotheses by varying previously used tasks/questions or inventing new ones and analyze your observations in the context of course concepts. Make children feel they are doing well by saying “good”, “okay”, etc.

**Taking Sides Group Seminar:** (45 points)

This assignment is an opportunity to explore the application of developmental research and theory to real-world issues that you find interesting and relevant, while providing a common foundation for student-led discussions and an opportunity for in-depth research. In short, the goal is to explore an issue of interest and then share your insights with your peers. Please select an issue from *Taking Sides* no later than the second class and on the basis of class selections groups of 3-4 will be formed. On the day that each issue is assigned for presentation, everyone should come to class having read and thought about the issue and the questions posed on the handout. After I administer a short quiz the presenters will engage us for 30-45 minutes, including discussion. So that I can evaluate the quality and quantity of your work, presenters must submit (hard copy and/or e-mail) ALL seminar materials (sources, notes, etc.) at the end of class. An e-mailed evaluation will address ACCURACY, CLARITY, DEPTH, SOPHISTICATION, ENTHUSIASM, & INTEREST.

1. **Handout (5 pts; group grade):** Each group will send me a 1-2 page handout that I can post on Moodle at least one day before the scheduled presentation. The handout must include the issue name and number, the presenters’ names, the presentation date, a summary of the main points of the two *Taking Sides* articles, and 3 objective (e.g., multiple choice, short answer, fill-in-the-blank) “sample” test questions AND answers. If they are well done I may use them on exams. In assessing your handout I will consider its usefulness as a study aid; thus, it should be thorough, accurate, clear, organized, and interesting. Also, arrange your handout to avoid wasting paper!

2. **Presentation of Issue (30 pts; group grade):** Start by reading the two articles in *Taking Sides* and then do additional outside research concerning this issue. The text and the web can be a great source of ideas and arguments representing all sides and biases, but at least one source must be from the published peer-reviewed literature. You might also consider interviewing relevant persons for additional insights and examples. Organize your presentation so that you begin by introducing the "big picture" (the context and significance of the issue; why should we care?). Then, use your time to explore and critically analyze the issue at hand. Integrate what you have learned from your outside research, being sure to make clear the source of each of your ideas. Make your presentation as clear and interesting as you can. Formats such as simulated talk shows, school board meetings, etc. are effective vehicles because they provide a real world context around which to analyze your issue in an engaging and memorable way. It is rarely effective either to read verbatim from notes or text-heavy PowerPoints or to speak "off the top of your head". I also strongly suggest that you use at least some visual aids, such as PowerPoint, video clips, web sites, etc. But, know that complications frequently arise and rescheduling is rarely possible, so BEFORE your presentation time you MUST be sure you know how to use the equipment, check that your materials work correctly on the system, and download any online video clips (to avoid lag). If you are using a PowerPoint please e-mail it to me before class so that I can put it on the server. Finally, be sure to include ample time for class discussion. Develop 3-5 questions (it is fine if you don’t get to them all) that raise specific and meaningful issues and then facilitate the ensuing discussion by interjecting controversial points and/or summarizing key points. Do not feel that you should save all discussion for the end; some discussion at the outset and in the middle is often most effective.

3. **Group Process Reflection and Evaluation (10 pts; individual grade):** Group work is valuable and practical but often fraught with problems. To help make it a positive learning experience, students...
should individually complete a confidential reflection and evaluation. Before your first group meeting please read the document Developmental Psychology Seminar Group Process Reflection and Evaluation (posted on Moodle as Group Process Form), type your responses into this form as appropriate, and e-mail me the completed document no later than the end of your presentation day (late evaluations will NOT be accepted and will receive a zero). In your evaluation, consider quantity and quality of contributions.

**MyVirtualChild (25 points)**
Vicariously experience the challenges and fun of parenting as well as see developmental concepts in action by raising your own virtual child. Use the URL www.myvirtualchild.com and access code provided with the Berk text. As with real parenting, this program is not deterministic (i.e., parent choice A does not consistently cause child outcome B). Rather, it is probabilistic, giving a sense of the kinds of decisions parents face and the kinds of outcomes that might reasonably occur given one’s unique combination of genes, environment, and as in real life, a dash randomness. The simulation provides three questions for each of 12 ages from 9 months to 18 years. For any FOUR of the 12 ages (one between each of 9 months and 3 years, one between 4 and 7 years, one between 8 and 12 years, and one between 13 & 18 years), choose ONE of the questions and type the question, the child’s age, and a thoughtful response to the question that is about one long paragraph in length. I will be looking for specific course terms and concepts in your answers to these questions, so please underline all developmental terms (terms are 1-3 words, not sentences!). Hence, carefully select rich questions that allow you to thoughtfully integrate developmental theory and research from the text and class. Each of the 4 responses is worth 5 points and completion of the simulation earns 5 points. Document completion by submitting the final page (your child will be 18 years 1 month old and it says “as you reach the end of the program”). Don’t worry if you’re not sure if it’s the final page; if it “looks like” the final page it’s close enough. You may also be asked to share some of your favorite parenting experiences and observations in class. Late papers will be penalized 1 point (4%) per day unless your absence is excused according to the attendance rules detailed above. Active engagement with this simulation should earn a high grade and may also translate into higher test, quiz, and paper grades.

**FINAL COURSE GRADES:**
A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), C+ (78-79%), C (73-77%), C- (70-72%), D+ (68-69%), D (63-67%), D- (60-62%), F <60%

**OPTIONAL EXTRA CREDIT (maximum = 5 bonus points total)**
1) **Class “show and tell”** (up to 2 BONUS points):
Present to the class a cartoon, article, story, video clip, etc. & explain (~ 5 minutes) how it specifically illustrates course concepts.

2) **Community-based learning** (up to 5 BONUS points):
Community-based learning provides an excellent opportunity to observe the developmental concepts about which you are studying. You will receive up to 5 bonus points if you volunteer for at least 10 hours during the semester at an appropriate setting, and then give a short oral (3-5 minutes) or written report (my choice depending on time at the end of the semester). In this report you must explicitly link some of your experiences to class concepts; anecdotal stories illustrating "psychological concepts in action" are perfect vehicles for this. You will receive 3 points if you describe your experiences, 4 points if you explicitly link your experiences to course concepts, and 5 points if you reflect upon and analyze your experiences in the context of specific course concepts (the difference is depth). You may not earn bonus points for experiences that meet requirements for other courses, although it may earn extra credit in other courses. It is your responsibility to choose a site, meet with the contact person, and work out the details of your volunteer commitment. SU’s Director of Civic Engagement Suzy Pukys (x 1987; pukyss@southwestern.edu) is happy to help you identify a site that meets your needs. For ideas about possible sites please consult the “Guide to Social and Public Services” found on our course Moodle page and also on the Office of Civic Engagement website http://www.southwestern.edu/offices/civicengagement/.
Course Description

This course offers a look at select art and artifacts made in various cultures and periods across the globe, from antiquity onwards. We’ll move chronologically through these eras, but will simultaneously address key themes in the history of art.

This is an introductory course that covers a wide range of material, yet it is decidedly not a survey. We will be sacrificing some breadth in the interest of gaining a depth of understanding into certain important products of visual culture. In order to achieve this more “vertical” learning experience, the course is comprised of a series of case studies drawn from diverse periods in the history of art.

Each week, I’ll give you a broad overview of the cultural and historical background in which these objects were made. We’ll follow these lectures by discussions of focused readings from your course packet. In the course of engaging in these case studies, you’ll also receive an introduction to some of the key methods used within the discipline of art history.

This course is intended for first-years and sophomores. It serves as an introduction to some of the basic objects and questions of art history, and its intended audience is first and second-year students. If you are a junior or senior, you need to speak with me about staying in the course.

Goals for Student Learning

- To understand how art functions within particular social and historical contexts
- To strengthen visual literacy by concentrating on the formal qualities of an image or object, and considering the ways in which these characteristics communicate meaning
- To read written texts with care, reflection and critical analysis
- To develop solid research and writing skills, focusing in particular on utilizing research and written argumentation to analyze works of art
- become familiar with some of the basic methodological premises of art history

Texts

Background material for this course will be assigned from publicly available websites, primarily the Heilbrunn Timeline of Art History hosted by the Metropolitan Museum, and the website smarthistory.org. These will provide good information and basic analysis of the artists, movements, styles, and historical periods covered in our class. If you would like to purchase an optional textbook to keep for later use, you are certainly free to do so. I would suggest Art: A Brief Survey, (3rd or 4th editions), edited by Marilyn Stokstad. I’ll put a copy of this book on reserve in the library for your reference.
In addition to the websites, there are two textbooks for this course:

- Course packet of selected readings, available at SU bookstore.

**Course Website**

- **In structure Canvas**

We will be relying heavily on the course website, since most of the background reading for the semester's topics will be online, and the links will be posted on our site. In addition, all class PowerPoints and all written materials handed out in class will be posted on the course website. You are responsible for knowing about all assignments and deadlines in this class. If you are absent the day a handout is distributed or a deadline is discussed, this will not be a valid excuse for not having that information. Check this site regularly for updates to the schedule, and all class documents (including the syllabus, works & terms handouts, study sheets, paper assignments, etc.)

**You should receive an invitation this week to register for our Canvas course site. Please contact me a.s.a.p. if you haven't received an invitation by the end of the first week of classes.**

**Assignments and Expectations**

*Note: Be sure to note not only when an assignment is due, but whether it is to be turned in online or in class.*

- **Attendance and Expectations**
  You may miss three classes without consequence. More than three absences, however, will be considered excessive and each subsequent absence will affect your grade negatively, regardless of whether you have requested permission for the absence.

Approximately one day a week will be devoted to discussing particular aspects of the course material in fuller detail, and all students should come prepared ready to articulate their thoughts on the assigned course pack reading for that day. Your thoughtful participation in these discussions will not only improve your grade, but will also contribute to a successful and satisfying class experience for you and your colleagues.

**Technologies:**

- You are welcome to take notes on a laptop, but if you choose to do this, please sit in the back row so your screen doesn't distract the students behind you. Please use laptops only for note taking.
- You may not use cell phones in class for any reason (this includes texting). If I see a cell phone on, you'll be asked to turn it off and put it away. You get one free warning. If I have to ask again during the semester, your participation grade will be penalized.

- **Each day’s reading assignment completed before class**
  Websites will provide basic background for lecture days. The course packet readings will form the basis for our weekly discussions. You are expected to read these articles closely and thoroughly. Carefully consider the arguments presented in these texts, so that you can participate fully in class discussions and successfully respond to essay questions on the exams.

  Although we probably won’t discuss the Sayre book much in class, you should pay close attention to the assigned readings from this book to guide you in your writing assignments.

- **Formal analysis paper (2-3 pages)**
  Due at the beginning of class Thursday, January 27
• **Two take-home exams (one mid-term and one final)**
  Both exams will be open book, take-home exams. You may refer to online readings, class notes, course packet readings, and your textbooks. You may not talk with anyone else, however, about the test. Exam #1 (midterm) will be due Monday, March 7. Exam #2 (final) will be due Wednesday, May 4. **Make-up exams will be granted only in the event of a medical or personal emergency and, because of the extra study time, will be more difficult than the regularly scheduled exam.**

• **Research paper project**
  This multi-stage project will focus on a work of art from the collections of the Blanton Museum in Austin. You will need to view this work in person at least once before Part 1 of the project is due. *If you do not have access to a car, or if making the trip to Austin poses a problem for some other reason, please see me as soon as possible.*

  **Part 1:** Analysis of subject matter and form.
  **2-3 page paper** due Tuesday, February 22.

  **Part 2:** Researching the verbal frame
  **Annotated bibliography** due at the beginning of class Tuesday, April 5.

  **Part 3:** Interpretation and argument
  **6-8 page research paper** due at the beginning of class Thursday, April 28.

**Late Policy**
Each day an assignment is late results in a 1/3 letter-grade deduction. For example, if you turn in a paper two days late which warrants a B+, your grade would be a B-. All assignments are due at the beginning of the class period. After the first five minutes of class, assignments will be considered late. Weekends and holidays DO count when determining how many days an assignment is past due.

**Grading Percentages and Scale**

<table>
<thead>
<tr>
<th>Component</th>
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<tbody>
<tr>
<td>Formal analysis paper</td>
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<tr>
<td>Exam #1</td>
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<tr>
<td>Exam #2</td>
<td>20%</td>
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<tr>
<td>Research Project – Part 1 (formal analysis)</td>
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<tr>
<td>Research Project – Part 2 (annotated bibliography)</td>
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<tr>
<td>Research Project – Part 3 (final paper)</td>
<td>20%</td>
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<tr>
<td>Class Attendance/Participation</td>
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The following scale will be used for calculating letter grades:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<td>A-</td>
<td>90-94%</td>
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<td>F</td>
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</table>
**Staying Informed**

You are responsible for knowing about all assignments and deadlines in this class. If you are absent the day a handout is distributed or a deadline is discussed, this will NOT be a valid excuse for not having that information.

All written materials handed out in class will also be posted on the course Canvas website. Please follow the instruction in the Canvas e-mail to register on the Canvas – Instructure site and access our course materials. **Be sure to check this site regularly for announcements, changes in assignments, or updates to the schedule. You can also set your preferences on Canvas to be alerted through e-mail, texts, etc. about course announcements, assignments, grades, etc.**

**Accommodations for Students with Disabilities**

Southwestern University will make reasonable accommodations for persons with documented disabilities. Students should register with the Center for Academic Success, located in the Prothro Center. Professors must be officially notified by the Access and Academic Resources Coordinator that documentation is on file at least two weeks before the accommodation is needed.

**Honor Code**

All work is to be completed and pledged in accordance with the Southwestern University Honor Code. For information on the Honor System, please refer to the Student Handbook.

Plagiarism is defined in the Faculty Handbook as “the submission of another’s work as one’s own without acknowledgement in the written work” (p. 85). Princeton University’s Word Net defines plagiarism as:

(n) Plagiarism: a piece of writing that has been copied from someone else and is presented as being your own work.
(n) Plagiarism, plagiarization, plagiarisation, piracy: the act of plagiarizing; taking someone's words or ideas as if they were your own.

**Plagiarism is a serious offense of the university’s honor code and should be avoided scrupulously.** If you are at all unclear as to what constitutes plagiarism, please see me before turning in any assignment. It’s better to ask than to be sorry later.

**Office Hours**

On Wednesdays from 1:30-3:30, I’ll be in my office (FAC 232) and available to meet about any of my courses, the art history program, or any other related topic. If these office hours don’t work with your schedule, I am always very happy to schedule appointments outside of office hours.

This year, I’m trying a new system for scheduling appointments. Go to [http://tungle.me/kimsmith](http://tungle.me/kimsmith) to find a time that I’m available. You can simply sign up for a slot and tungle.me will notify me of the meeting. (This must be done at least one day in advance, and you'll be asked to propose more than one meeting time.)

**Course Schedule**

(please note: additions or revisions to this schedule may be made if needed)

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<thead>
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<th>WEEK 1</th>
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<tbody>
<tr>
<td>January 11</td>
<td><strong>Introduction</strong></td>
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<tr>
<td>January 13</td>
<td><strong>Thinking Formally 1</strong></td>
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<tr>
<td>Sayre 33-67</td>
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<th>WEEK 2</th>
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<tr>
<td>January 18</td>
<td><strong>Thinking Formally II: Formalist Interpretation of Ancient Chinese Art</strong>&lt;br&gt;Wang, “Crystallizing the ‘Bleary Blur’: Bronze Mat Weights and the Emergence of Plastic Thinking in the Western Han Dynasty”</td>
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<td><strong>Art of Antiquity I: Overview</strong>&lt;br&gt;Links to readings/videos on <strong>Canvas</strong></td>
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<td>January 27</td>
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<td>WEEK 4</td>
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<td>March 24</td>
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<tr>
<td>WEEK 11</td>
<td>March 29</td>
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| March 31 | Rococo and Neoclassicism II: Signs & Semiotics  
|          | Johnson, "Corporality and Communication: The Gestural Revolution of Diderot, David, and The Oath of the Horatii." |

**WEEK 12**

**April 5**  
Realism and Impressionism I: Overview  
Links to readings/videos on Canvas  
*Research Project Part 3 (annotated bibliography) due in class*

**April 7**  
Realism and Impressionism II: Class  
Cusack, "Bourgeois Leisure"

**WEEK 13**

**April 12**  
Modern Latin American Art I: Overview  
Links to readings/videos on Canvas  

**April 14**  
Modern Latin American Art II: Post-Colonialism and Gender  
Baddeley, "Her Dress Hangs Here": De-Frocking the Kahlo Cult

**WEEK 14**

**April 19**  
Diasporas I: The Black Atlantic  
Links to readings/videos on Canvas

**April 21**  
Diasporas II: Chinese Art  
Links to readings/videos on Canvas

**WEEK 15**

**April 26**  
Global Contemporary Art  
Reading T.B.A.  

**April 28**  
Catch-up day  
*Research Project – Part 3 (final research paper) due in class*

|          | Take-home Exam #2 (final) is due online by 5:00 p.m., Wednesday, May 4 |
Appendix 2: Approved Course Times

Scheduling Courses and Other Academic Activities
<table>
<thead>
<tr>
<th>Class Times:</th>
<th>3 Contact Hours</th>
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<td>EXAM (8:30am M,W,T,R)</td>
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<td>R7 (8:00-9:00 MWF)</td>
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Night Classes @ used even evening 7:30-10pm or 2 weekend evenings 7:30-8:30pm or 7:30-9:30pm

Single day seminars use 2.5 or 3 hour lab times or night class times

Saratoga School of Fine Arts Studio Classes Only

Use University-wide class and lab times, plus:

<table>
<thead>
<tr>
<th>Labs:</th>
<th>2 Hour Labs</th>
<th>2.5 Hour Labs</th>
<th>3 Hour Labs</th>
<th>4 Hour Labs</th>
<th>2.5 Hour Studios</th>
<th>3 Hour Studios</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AB) 8:00-9:50 MWF</td>
<td>(ABC) 8:15-10:45 MWF</td>
<td>(ABCD) 8:30-11:15 MWF</td>
<td>(ABCD) 8:45-12:15 MWF</td>
<td>(ABCD) 8:00-12:00 MWF</td>
<td>(ABCD) 8:15-10:45 MWF</td>
<td>(ABCD) 8:30-11:15 MWF</td>
</tr>
<tr>
<td>(I) 8:00-9:50 MAR</td>
<td>(FG) 8:30-10:30 MWF</td>
<td>(FG) 8:45-10:30 MWF</td>
<td>(FG) 9:00-10:30 MWF</td>
<td>(FG) 9:15-10:30 MWF</td>
<td>(FG) 9:30-10:30 MWF</td>
<td>(FG) 9:45-10:30 MWF</td>
</tr>
<tr>
<td>(T) 8:30-9:30 MWF</td>
<td>(TL) 8:45-10:30 MWF</td>
<td>(TL) 9:00-10:30 MWF</td>
<td>(TL) 9:15-10:30 MWF</td>
<td>(TL) 9:30-10:30 MWF</td>
<td>(TL) 9:45-10:30 MWF</td>
<td></td>
</tr>
<tr>
<td>N=12</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
</tr>
<tr>
<td>N=19</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
<td>(X) 10:00-12:00 M,W,T,R</td>
</tr>
</tbody>
</table>

*Restricted to courses with multiple sections or courses not required for the major.

FYSHEES - U1 (10:00-11:15 TR)
Ensemble I - E (12:30-1:20 MWF)
Ensemble II - MTW 5:30 start
Night Classes - MTW 7:30pm start
Meetings - Tuesday 11:30 - 12:20 2nd and 4th Tuesday
Sabbatical - Tuesday 11:30 - 12:20 1st and 3rd Tuesday
Chapel - Thursday 11:30 - 12:20
Lecture All Campus Time - Thursday 4:55 1st Thursday reserved for Student Body Forum
Non-Scheduled Times - 5:00-7:00 PM M-Th Regularly scheduled courses (with the exception of courses with multiple sections, not required for the major, or certain fine arts studio/ensemble classes) are not scheduled during this time.
Scheduling Courses and Other Academic Activities

As a residential, liberal arts institution, Southwestern University is committed to providing students with a rich and robust learning environment. While the center of the learning environment is the academic program and the work that occurs in the classroom, we also acknowledge that a great deal of student learning and growth occurs in the myriad of other activities in which students engage, including athletics, artistic performances, cultural events, field trips, lectures, programming provided by Student Life, internships, and employment opportunities.

So that students may take the fullest advantage of the learning Southwestern has to offer, the faculty are committed to continuing our tradition of scheduling classes and activities in a manner that maximizes the opportunities that students have to engage in these experiences and that allows them to plan in advance when developing their daily schedules. To this end, regular academic courses will be scheduled in the time slots indicated in the Course Time Grid. Exceptions to course scheduling must be approved by the appropriate academic Dean and the Director of Records in advance of scheduling the course.

The Southwestern University course grid is designed to give faculty a variety of options for scheduling class times, including variable lengths of class meeting times. When scheduling courses, faculty should, where feasible, schedule classes with sufficient contact hours to ensure that all required class meetings, events, and activities, including tutorial sessions, can be scheduled during these hours. Classes and labs should end at the publicized hours, and a student who must leave on time, whether it is to attend another class or an extracurricular activity, should never be put at a disadvantage. If course activities are scheduled outside of class, faculty must follow the Policies for Scheduling Course Activities, below.

The All-Campus Time (TH 4:00-5:00) is a time in which most faculty and students should be free to participate in campus wide activities. It is designed to provide a space in the week for academically supportive events (outside lectures, panels, student presentations of work, film showings, etc.). In addition, the first All-Campus Time of each month is reserved for Student Town Hall, a Priority Event. Although the All-Campus Time is intended for academically-supportive activities, any one student may have multiple activities that s/he would like to participate in during that time; therefore, faculty should not treat the All-Campus Time as a time in which a required course activity may be added to a course without following the policies below.

Since there may be situations that warrant consideration, requests for exceptions to this policy will be handled by the Provost.

Policies for Scheduling Course Activities Between 5:00pm and 7:30pm and Other Non-scheduled Class Times:

Class Field Trips Outside of Class Time

Faculty whose courses require field trips that fall outside the scheduled time for the course, should include the requirement in the on-line course description. The exact dates and times of the field trip must be included in the course syllabus and presented to the students on the first day of class to allow students time to resolve schedule conflicts or drop/add courses, if necessary. Faculty and students should adhere to the excused absence policy outlined in the Faculty Handbook when scheduling field trips.

Exams Outside of Class Time

Exams can be scheduled outside of the regular course time, provided that students with reasonable conflicts are provided an alternate time that does not conflict with their other activities. Reasonable conflicts include, but are not limited to, other courses, events required by other courses, athletic practices and events, rehearsals and performances, and work schedules. The syllabus will indicate the method students use to request an
alternative exam time. So that students can make informed decisions about taking the course, faculty are expected to state their use of outside of class exams in the on-line listing for the course prior to registration and include the exam dates and times in the course syllabus presented to students on the first day of class. Exams should not be scheduled during the All-Campus Time or Priority Events.

**Tutorial and Other Study Sessions**

All students should have access to any tutorial and study sessions conducted by the faculty member for a course. If faculty include tutorial or other study sessions as regular elements of their courses, they should schedule their courses in the time slots that provide sufficient contact time to include these sessions in the allotted class time. If a tutorial or study session is scheduled outside of the regular class period, students with scheduling conflicts must be provided with an alternative time for an equivalent tutorial or study session. This could include a group review session during scheduled office hours.

**Capstone Presentations**

As the culminating experience in a student’s academic program, capstone presentations hold special significance within the Southwestern educational experience. While faculty should make every effort to schedule capstone presentations within the Course Time Grid, faculty may require attendance outside of regular class time for students presenting their capstone work if students are given adequate notice of the date and time to allow them to adjust their schedules as necessary.

**Other Class Meetings and Events Outside Regular Hours**

Normally, class meetings and required class activities will be held within times reserved for the class. However, as a liberal arts college with an emphasis on engaged student learning, we recognize that some important class activities, such as attendance at evening performances or certain Priority Events such as Brown Symposium, cannot be scheduled during class, lab, or exam times. Events held outside the regular course times can be tied to a course if (a) the activity is a Priority Event, (b) the attendance at the event is optional (i.e. the student’s grade will not be adversely affected if they miss the event – either by penalty or the inability to gain extra credit), or (c) when students have flexibility choosing among several evening or special events, some of which must be outside the Non-Scheduled times, or are given other alternatives. When meetings and events outside regular class hours cannot reasonably fit within this policy, faculty should contact the Provost to discuss an exemption to this policy.

**To-Be-Arranged Course Times**

To-Be-Arranged (TBA) course times and activities (independent studies, applied music, research, etc.) may be scheduled at any time that is mutually agreeable between the faculty member and student(s); however, faculty should be considerate of students’ academic and non-academic schedules when working with their students to create a TBA schedule.

Scheduling a required class related activity without following the policies outlined above or without prior approval of the Provost will constitute a violation of the stated Academic Rights for Students (*Faculty Handbook*, page 88) and will be considered valid grounds for a grade appeal.
Appendix 3: Course Evaluation Material

Student Course Evaluation Form
(Evaluation forms will be sent to you from the Office of the Dean of the Faculty.)

Tips about Mid-Semester Evaluations
<table>
<thead>
<tr>
<th>COURSE:</th>
<th>INSTRUCTOR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Status:</td>
<td>O First-year</td>
</tr>
<tr>
<td>O Sophomore</td>
<td></td>
</tr>
<tr>
<td>O Junior</td>
<td></td>
</tr>
<tr>
<td>O Senior</td>
<td></td>
</tr>
<tr>
<td>O Other</td>
<td></td>
</tr>
<tr>
<td>Reason for Taking Course:</td>
<td>O Required for Major</td>
</tr>
<tr>
<td>O Required for Minor</td>
<td></td>
</tr>
<tr>
<td>O Gen Ed Distributive</td>
<td></td>
</tr>
<tr>
<td>O Elective</td>
<td></td>
</tr>
</tbody>
</table>

**PART I:** Using the following scale, please rate the extent to which you agree with each of the following statements. Fill in the response that best reflects your judgment. *Please use black or blue ink—no pencils please!*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The content of this course was intellectually/creatively challenging. <em>(Please keep your comments within comment box)</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Clear expectations for student work and learning were consistently communicated in the course syllabus and assignments. <em>(Please keep your comments within comment box)</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor effectively presented information, concepts and ideas of the field. <em>(Please keep your comments within comment box)</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The class was well organized. <em>(Please keep your comments within comment box)</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The feedback on student work was provided:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) in a constructive fashion</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>b) in a timely manner</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>(Please keep your comments within comment box)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor conducted class in a manner that made me feel free to articulate my ideas and ask questions. <em>(Please keep your comments within comment box)</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The instructor was available to consult with students outside of class when necessary. <em>(Please keep your comments within comment box)</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
<tr>
<td>Comment:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
8. I learned a great deal in this course. (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)  
   Comment:  

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. The instructor was enthusiastic about student learning in this course.  
   (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)  
   Comment:  

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. The effort I put into this course was appropriate, given the expectations.  
    (PLEASE KEEP YOUR COMMENTS WITHIN COMMENT BOX)  
    Comment:  

    | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Not Applicable |
    |-------------------|----------|---------|-------|----------------|----------------|
    |       0           |          |         |       |                |                |

**PART II: ANSWER EACH QUESTION ACCORDING TO THE SCALE PROVIDED.**

<table>
<thead>
<tr>
<th>11. Overall, this instructor was</th>
<th>Very Unsatisfactory</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12. Overall, this class was</th>
<th>Very Unsatisfactory</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Comments:** (PLEASE KEEP YOUR COMMENTS WITHIN COMMENTS BOX)

**PART III: PLEASE ADDRESS THE FOLLOWING ITEMS IN THE SPACE PROVIDED.**

13. Describe one or more things about the course that you found particularly valuable. (PLEASE KEEP YOUR RESPONSE WITHIN RESPONSE BOX)

   

14. What, if any, suggestions do you have about how the course might be improved? (PLEASE KEEP YOUR RESPONSE WITHIN RESPONSE BOX)

   

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Appendix 4: Administrative Assistants – Faculty Support
There are four support staff members within the academic affairs area, who are designated specifically for faculty support. This document will tell you who these people are and/or how you might utilize their skills in the most effective and efficient manner possible. These persons are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Building/Location</th>
<th>Phone Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susie Bullock, x1937</td>
<td>Administrative Assistant</td>
<td>Olin Building</td>
<td>FWO 219</td>
</tr>
<tr>
<td>Kelly Lessard, x1662</td>
<td>Administrative Assistant</td>
<td>Mood-Bridwell Building and Fondren-Jones Science Hall (summer months)</td>
<td>MBH 225</td>
</tr>
<tr>
<td>Jennifer Esparza, x1360</td>
<td>Administrative Assistant</td>
<td>Fondren-Jones Science Hall</td>
<td>FJSH 215</td>
</tr>
<tr>
<td>Julie Hudson, x1548</td>
<td>Administrative Assistant</td>
<td>Sarofim School of Fine Arts</td>
<td>FAC 133</td>
</tr>
</tbody>
</table>

One of the goals of this group is to provide better guidance to faculty members on the kinds of support services available and how these services may be requested. Below is a listing of the services available to faculty through various SU academic support persons. Please review this information and make note of how you can most effectively utilize these persons’ skills and talents. Feel free to give Julie Cowley a call (x1720) if you have any questions.

**Susie Bullock** – (on a 9-month contract – approximately mid-August to mid-May)
Provides support to faculty with offices in Olin Building and the KEW Building - This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, working with Moodle, etc.

- Coordinates logistics for subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers
- Database management/maintenance
- Supervises Duplicating Center
- Provides logistical support for Faculty Forum Brown Bag Lunches

**Kelly Lessard** – (on a 12-month contract)
Provides support to faculty with offices in Mood-Bridwell Building - This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.

- Coordinates logistics of subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers
- Web-page development
- Database management/maintenance
- Coordinates faculty robe-ordering
- Supports Fondren-Jones Science hall faculty during the summer months

**Jennifer Esparza** – (on a 10-month contract – approximately early August to early June)
Provides support to faculty with offices in Fondren-Jones Science Hall - This may include mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.
- Database management/maintenance
- Coordinates logistics for subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers

**Julie Hudson** – (on a 12-month contract)
Provides support to the chairs of the departments in the School of Fine Arts (FA) - This may include budget management for each of the FA departments, mail merges, drafting of correspondence, assistance with semester course scheduling, report preparation (including Excel), typing/copying exams and syllabi, setting up filing systems, manual typewriting, formatting manuscripts, large photocopy jobs, etc.

- Coordinates logistics of subset of faculty searches
- Assists faculty chairs with department/program matters
- Assists faculty with special projects, including lectures and guest speakers
- Web-page development
- Database management/maintenance

These support persons are here for your benefit. Do not hesitate to contact them for help. However, they do appreciate ample notice to complete the tasks requested, especially during the peak times of the semester. Faculty support staff offices are closed from 12:00-1:00 daily.

**Duplicating Services**
- Photocopying can be done only if accompanied by a photocopy card.
- Please allow 24 hours for requests to be completed.
- Student-sensitive material (i.e. exams) may be copied by appropriate support staff; adequate notice is appreciated.

**Computer/Clerical Support**
Word-processing is available for syllabi, exams, letters, class handouts, manuscripts, etc. Faculty may provide information on disk or hard copy or via e-mail according to their needs.

**Fax Machines**
Faculty members may use fax machines in Mood-Bridwell (863-1535), Olin (863-1846), Fondren-Jones (863-1696) and Fine Arts (863-1422). When you receive a fax, the appropriate staff support person will notify you. The Business Office fax machine is also available (863-5788).

**Typing Services**
Each staff support person has access to an electric typewriter. Faculty members with special forms that must be typed may submit their request to the appropriate person. Please ensure all materials to be typed are legible.

*Contact the Office of the Dean of the Faculty to arrange for other support options during the times faculty administrative assistants may not available.*
Appendix 5: Academic Calendar
# ACADEMIC CALENDAR 2017-2018 (APPROVED)

## FALL 2017

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Friday</td>
<td>New students arrive on campus (evening)</td>
</tr>
<tr>
<td>21</td>
<td>Monday</td>
<td>First Year and Advanced Entry Seminar classes begin.</td>
</tr>
<tr>
<td>28</td>
<td>Monday</td>
<td>Classes begin</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>SU Closed -- No classes</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>Last day to register late</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>Last day to add courses</td>
</tr>
<tr>
<td>2</td>
<td>Monday</td>
<td>Last day to drop courses without record entry or change to/from P/D/F, audit</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday</td>
<td>Application for Diploma due: Fall candidates</td>
</tr>
<tr>
<td>6</td>
<td>Friday</td>
<td>Fall break begins at 10 p.m.</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday</td>
<td>Classes resume at 8 a.m.</td>
</tr>
<tr>
<td>6</td>
<td>Monday</td>
<td>Last day to drop courses</td>
</tr>
<tr>
<td>22</td>
<td>Wednesday</td>
<td>SU closed -- no classes</td>
</tr>
<tr>
<td>23</td>
<td>Thursday</td>
<td>SU closed -- no classes</td>
</tr>
<tr>
<td>24</td>
<td>Friday</td>
<td>SU closed -- no classes</td>
</tr>
<tr>
<td>27</td>
<td>Monday</td>
<td>Classes resume at 8 a.m.</td>
</tr>
<tr>
<td>8</td>
<td>Friday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>11</td>
<td>Monday</td>
<td>Final examinations begin</td>
</tr>
<tr>
<td>15</td>
<td>Friday</td>
<td>Final examinations end</td>
</tr>
<tr>
<td>16</td>
<td>Saturday</td>
<td>Recognition Ceremony for Prospective December Graduates</td>
</tr>
<tr>
<td>18</td>
<td>Monday</td>
<td>Grades due at 5 p.m.</td>
</tr>
</tbody>
</table>

## January 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Monday</td>
<td>Last day for removing &quot;Incomplete&quot; grades</td>
</tr>
</tbody>
</table>

## SPRING 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Friday</td>
<td>New student registration</td>
</tr>
<tr>
<td>15</td>
<td>Monday</td>
<td>SU closed -- no classes</td>
</tr>
<tr>
<td>16</td>
<td>Tuesday</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>23</td>
<td>Tuesday</td>
<td>Last day to register late</td>
</tr>
<tr>
<td>25</td>
<td>Thursday</td>
<td>Last day to add courses</td>
</tr>
<tr>
<td>2</td>
<td>Friday</td>
<td>Application for Diploma due: Spring and Summer candidates</td>
</tr>
<tr>
<td>19</td>
<td>Monday</td>
<td>Last day to drop courses without record entry or change to/from P/D/F, audit</td>
</tr>
<tr>
<td>9</td>
<td>Friday</td>
<td>Spring Break begins at 10 p.m. (March 12 – 16)</td>
</tr>
<tr>
<td>19</td>
<td>Monday</td>
<td>Classes resume at 8 a.m.</td>
</tr>
<tr>
<td>26</td>
<td>Monday</td>
<td>Last day to drop courses</td>
</tr>
<tr>
<td>30</td>
<td>Friday</td>
<td>SU closed -- no classes</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday</td>
<td>Spring Research and Creative Works Symposium (No Classes)</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Final exams begin</td>
</tr>
<tr>
<td>7</td>
<td>Monday</td>
<td>Seniors (prospective May graduates) grades due in Records Office by noon.</td>
</tr>
<tr>
<td>11</td>
<td>Friday</td>
<td>Final examinations end</td>
</tr>
<tr>
<td>12</td>
<td>Saturday</td>
<td>Commencement</td>
</tr>
<tr>
<td>16</td>
<td>Wednesday</td>
<td>Remainder of grades due by 5:00 p.m.</td>
</tr>
</tbody>
</table>

## June 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Monday</td>
<td>Last day for removing &quot;Incomplete&quot; grades</td>
</tr>
</tbody>
</table>

## SUMMER 2018

- **Summer I Term**: May 16 – June 7 (May 28 SU closed-no classes)
- **Summer II Term**: June 8 – 29
- **Summer III/Non-Residential Term**: May 16 – August 16 (Please check the calendars of individual programs, including the Southwestern Summer Study Abroad Program.)
- **Summer III grades due**: August 24
Appendix 6: Religious Holidays

2017-2018 Religious Holidays

Absence Policies

Scheduling Special Events and Priority Events
The following policies are in place in an effort to create an affirming environment for persons of faith at Southwestern. If you have any questions about these policies, please contact:

Rev. Megan Danner, ’06
Director of Spiritual & Religious Life and Chaplain
512.863.1056
dannerm@southwestern.edu

Policies on Religious Holiday Absences
Please note that this policy is a separate policy from the “University Policies Related To Religious Observance Days and University Events” that is also included in this memo. Students may select days of religious observance absence according to their own preference and need.

STUDENTS
The following is the Religious Holidays Policy, as stated in the Student Handbook and Faculty Handbook:

Religious Holidays Absence: Southwestern University recognizes that it has students from a variety of religious and cultural traditions that have special days of observance or celebration that may take students out of their regular activities on certain days during the school year. Since the academic calendar does not always coincide with these days, the following policy is to be followed in order to facilitate student absences due to cultural and religious observances.

Students’ classroom responsibilities:

As far in advance as possible, the student is expected to notify the professor(s) or instructor(s) of the class(es) to be missed.

The student is expected to learn what assignments or exams are due or will be assigned on those dates and negotiate with the professor(s) or instructor(s) alternate times for fulfilling those requirements. Students should be prepared to fulfill the requirements prior to the class(es) to be missed.

STUDENT EMPLOYEES AND UNIVERSITY STAFF
As found in the Staff Handbook under Employee Benefits - Holidays:

The University will make reasonable accommodations to employees who wish to observe religious holidays that do not fall on one of the “traditional” holidays by allowing the employee to take such a day off. This time off may be without pay or employees may use accrued vacation time. In addition, the President may designate certain religious holidays that may be substituted for other holidays.

In working with student employees, the practice may also include a change in work hours, in a given pay period, to accommodate absences due to religious observances.

FACULTY
Faculty Absence from Classes and Substitutes Policy, as stated in the Faculty Handbook:

Faculty members are expected to meet all classes for which they are scheduled. Necessary absences should be reported in advance to the department chair. Department chairs should report their own absences to the Dean of the Faculty. In cases of extended absences, the department chair should notify the C of the Dean of the School of Fine Arts, when applicable, about the use of substitute teachers.

POLICIES ON SCHEDULING SPECIAL EVENTS AND PRIORITY EVENTS
(From the Faculty Handbook)
SCHEDULING SPECIAL EVENTS
All academic scheduling (classes, labs, etc.) is handled by the Registrar’s Office and takes precedence in event scheduling and facilities usage. The Academic Calendar is approved a year in advance by the Academic Affairs Council and the Faculty. No events involving students are to be scheduled during the periods designated as “study days” and “final examinations” at the end of each semester. Meetings involving faculty may be scheduled during the period from the beginning of final examinations through the deadline for semester grades only if there is urgent semester-end business to be transacted. Exceptions to these restrictions must be approved in advance by the Dean of the Faculty.

PRIORITY EVENTS
The following priority events have been identified as events which students, faculty, and staff should not be denied the opportunity to attend because of a conflicting meeting or event:

- All Chapel Services (see dates and times below)
- All Homecoming activities
- Brown Symposium
- Commencement and other special convocations (e.g., Matriculation and Honors Convocations)
- Parent Orientation events
- Registration
- Shilling Lecture Series
- Student Forums
- Research and Creative Works Symposium
- Study days and final examinations
- Writer’s Voice

Chapel Services: The following dates and times have been identified for Chapel services during the 2017-2018 academic year. These are priority events which no student, faculty, or staff member may be denied the opportunity to attend because of a conflicting class, meeting, or event.

- Thursday Chapel services, 11:25am-12:15pm
- Orientation worship service, Sunday, August 20, 2017, 11:00am-12:00pm
- Homecoming worship service, Sunday, November 5, 2017, 10:30am-11:30am
- Candlelight worship services, Thursday, December 7, 2017, 6:00pm & 8:00pm
- Ash Wednesday worship service, Wednesday, February 14, 2018, 12:30pm-1:00pm
- Baccalaureate worship service, Friday, May 11, 2018, 7:00pm-8:00pm

Religious Holidays: In addition to the above Chapel services, the University recognizes the following traditional religious holidays in respect of the diverse faith traditions of our campus community and in an effort to allow as many people as possible to attend commonly observed religious holidays. One-time University events should not be scheduled during the following holidays; these are events which either (1) require attendance, (2) may not be mandatory, but those not attending would miss an important opportunity to be included in a campus event, and/or (3) are one-time opportunities for participants to receive the services offered. Please note that these are the North American dates and the Islamic holidays are tentative and subject to change, based on the best visibility estimates of the lunar crescent.

- Eid al-Fitr, June 25, 2017 (begins at sundown on June 24)
- Eid al-Adha, September 1, 2017 (begins at sundown on August 31)
- Rosh Hashanah, September 21-22, 2017 (begins at sundown on September 20)
- Yom Kippur, September 30, 2017 (begins at sundown on September 29)
- Christmas Day, December 25, 2017
- Good Friday, March 30, 2018
- Pesach (Passover), March 31-April 1, 2018 (first two days, begins at sundown on March
Religious Absences: Because the religious holidays listed above reflect some, but not all, of the most commonly observed holidays, the University policies also permit any student to miss class in order to observe any religious or cultural holidays that are part of their tradition, including holidays that are not listed above. Students are expected to notify their professor of religious absences as far in advance as possible and fulfill missed assignments prior to the absence.

Additionally, University policies permit faculty and staff, including student employees, to miss work in order to observe religious and cultural holidays that are part of their tradition, including holidays that are not listed above. This time off may be without pay or taken as accrued vacation time, and in the case of student employees, it can include a change in work hours within a pay period to accommodate the absence. The University policy notes that faculty members are still expected to meet their class schedules and should work with their Department chair or the Dean of the Faculty to arrange these absences.

Please feel free to contact Alisa Gaunder, Dean of the Faculty, (gaundera@southwestern.edu) or Megan Danner, University Chaplain, (dannerm@southwestern.edu) if you have any questions.
Appendix 7: Semester Credits at Southwestern
Semester Credits at Southwestern University

In the 2011 – 2012 academic year, Southwestern University implemented a new curricular structure that shifted the normal student course load from five three-hour courses to four four-credit courses per semester. The shift, which reflects the practice of most national liberal arts colleges, was implemented to allow for a deeper and more rigorous learning experience for students. In the decision making process that led to this curricular change, the Academic Affairs Council (AAC) determined that the intensification of courses would take one of two forms: either increased class time or increased expectations for student work and/or faculty interaction outside of the regularly scheduled class period. Therefore, courses yielding four credits at Southwestern University must meet one of the two following standards:

Option A: Minimum class time of 150 minutes per week with students expected to work outside of class a minimum of 2.5 hours per week, per credit.

Option B: Minimum class time of 200 minutes per week with students expected to work outside of class a minimum 2 hours per week, per credit.

Course syllabi will reflect the expectations of the in-class and out-of-class work that will be expected of students in the course.

The Academic Affairs Council also determined that most courses in the curriculum would be the four-credit course. Class time and out-of-class work for courses yielding fewer than four credits will be expressed as some proportion of a four-credit course.

It should be noted that courses taken elsewhere and accepted for transfer credit at Southwestern will be accepted as follows: One semester hour will count as one semester credit. For example, a three-hour course at another institution would yield three-semester credits at Southwestern. If the course is deemed to satisfy a University requirement, it would still only yield three-semester credits and students would be required to take additional credits to complete the required 127 credits for degree completion.