

2011-2012
TEXAS LUTHERAN UNIVERSITY
CATALOG

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Announcements
for
2011-2012 Academic Year

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Texas Lutheran University follows not only the letter but also the intent of the Civil Rights Laws in selecting students for matriculation and otherwise in the administration of the university. TLU does not discriminate on the grounds of race, age, sex, color, national origin, disability or sexual orientation of any applicant, student, or employee.

Texas Lutheran University affirms its responsibility to meet the requirements of the Americans with Disabilities Act 1990 (A.D.A.). The university has developed procedures to ensure appropriate service to all students who have valid requests under the law. Any student who wishes to initiate a request for accommodations should contact the A.D.A. coordinator. A complete description of the procedures for students with disabilities can be found in the Academic Procedures section of this catalog.

TLU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) to award the bachelor of arts degree, the bachelor of business administration degree, the bachelor of music degree, and the bachelor of science degree. Information concerning accreditation by separate accrediting bodies for specific programs is shown in the related section of this catalog.

The provisions of this catalog do not constitute a contract between the student and the university. The university reserves the right to change any provision or requirement at any time during the student's time at the university.

In October 2009, TLU implemented a new data system which changed several course numbers.

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Mission Statement of Texas Lutheran University

Texas Lutheran University is a community of learning and a community of faith.

As a community of learning, the university stresses the liberating potential of the disciplined pursuit of academic excellence within the context of academic freedom. Its faculty and staff seek to engage each student in a process of self-education which will assist him or her to develop as an informed and resourceful person in today's rapidly changing world. It provides an academic program based upon the tradition of the liberal arts and designed to serve a diversified community.

As a community of faith, the university celebrates the liberating power of gospel as applied to the whole of human life. The biblical vision of the world as created, judged, redeemed and fulfilled by God in Christ is rich in significance for the work and hopes of persons today. It is the unique privilege and responsibility of the Christian university to explore these implications freely and boldly. Thus it leads the church to face the challenge of new insights and to formulate fresh means of creative service.

As an institution of the church, the university provides an education in the arts and sciences which is given perspective by the Christian faith. This function is carried out through an undergraduate curriculum leading to the bachelor's degree, a diverse continuing education program, and a variety of co-curricular programs. The university encourages students to participate in service work tied to reflective discussions about its place in their lives.

In working to bring learning and faith into intimate relationship, Texas Lutheran University is discovering afresh that each can strengthen, clarify and enrich the other. Men and women who live and work in these contexts find their own purposes enlarged and deepened. A compassion born of faith and a competence informed by learning shape the mission of the university in this day. (Adopted by the faculty in 1967; revised in 1979 and 1998.)

Texas Lutheran University

Institutional Goals for Graduates

KNOWING

TLU graduates should have achieved

- a breadth of knowledge in the arts, humanities, natural sciences, and social sciences.
- a depth of knowledge in a single discipline sufficient to understand its methods, language, content, history, and value.
- an understanding of the Christian faith and traditions.
- an awareness of and respect for diverse religions, cultures, and viewpoints.

DOING

TLU graduates should be able to

- write clearly and coherently, read with comprehension, speak effectively, and listen with care and openness.
- use basic mathematical skills and know the appropriateness of quantitative methods.
- use appropriate tools for problem solving and for finding, analyzing, and communicating information.
- think critically and reflectively and draw reasonable, supportable conclusions both individually and in groups.

BECOMING

TLU encourages and assists its students in developing

- a commitment to active community service.
- an integrated ethical perspective and a sense of moral purpose.
- a desire to cultivate physical and psychological health and well-being.
- a will to pursue continued cultural, intellectual, and spiritual growth.

Texas Lutheran University

Texas Lutheran University is a private, undergraduate university of the Evangelical Lutheran Church in America. TLU offers high quality programs in the arts, sciences, and professional studies. It is located in Seguin, 35 minutes from San Antonio. Founded in 1891, the institution moved to Seguin in 1912.

The academic program at TLU provides outstanding preparation for a wide variety of callings and for a fulfilling life, as well as a livelihood. Graduates include a federal judge, legislators, prominent attorneys, physicians and medical school faculty members, partners in large accounting firms, bank presidents, pastors, bishops, teachers, social workers, marketing and public relations directors, and faculty members at universities such as Johns Hopkins, Southern Methodist, and Duke.

Employers praise the attitude, character, and competence of TLU graduates, as do faculty members of medical and other professional and graduate schools. Many graduates acquire advantageous experience and references through internships in major corporations, government agencies, broadcast media, newspapers, and research facilities.

TLU's culturally and geographically diverse student body is taught by a highly qualified faculty in classes averaging fewer than 20 students. These faculty members challenge, mentor, and recommend students for later opportunities as individuals whom they know well. The quality that this makes possible has been recognized repeatedly in U.S. News & World Report's survey of America's best colleges and universities, and by The Princeton Review's Best Western Colleges.

Special programs include the TLU Honors Program, the Krost Program for total fitness, and the Mexican-American Studies Center. Students participate in off campus studies for academic credit through study abroad programs, the Washington Semester Program in Washington, D.C., and the university's summer programs.

TLU is a community of faith and learning. Faculty, students, and staff gather for voluntary chapel services during the week, and the campus congregation gathers on Sunday for a Eucharistic service. People of all denominations and faiths are welcome.

Students have a wide variety of leadership opportunities through participation in campus organizations that include student publications, fraternities and sororities, academic honor societies, campus ministry, concert band, TLU choir, theater, the Student Government Association, Black Student Union, the Mexican-American Student Association, and the Center for Women's Studies. Fourteen intercollegiate sports and a wide variety of intramural sports are offered.

More than 30 major buildings are located on the spacious 184-acre campus. The Blumberg Memorial Library offers an excellent collection and is linked electronically to libraries around the world. Students have free e-mail, Internet

and World Wide Web access through a campus-wide wireless computer network.

TLU serves approximately 1,300 students on its campus in Seguin. Approximately 800 students live in the university's seven residence halls and eleven university-owned apartment buildings.

I

Admissions

Texas Lutheran desires to serve students willing to contribute their intellectual gifts to the community of learning. In order to identify and enroll such students, the university maintains an office staffed by professionals eager to assist all prospective students in their university search and application process.

Firsthand appraisal of programs, facilities, and academic atmosphere is valuable. Interested students are strongly encouraged to visit the campus and meet with a member of the enrollment services staff. A visit may include a campus tour, observation of a class, and/or visits with a faculty member or other staff member. Contact the Enrollment Services Office at 800-771-8521 or 830-372-8050 to arrange a visit. Enrollment Services is open from 8:00 a.m. to 5:00 p.m. weekdays and by appointment on Saturday mornings, except for Thanksgiving, Christmas, New Year's, Easter, Memorial Day, July 4th, Labor Day, and Martin Luther King, Jr. Day holidays.

Texas Lutheran University is open to all persons committed to and prepared for a quality education without regard to race, religion, sex, color, handicap, or national origin.

ADMISSIONS PROCEDURE

It is the responsibility of ANY applicant to ensure that all necessary documents and other admissions documents are received by the enrollment services office in a timely manner. Also, documents become the property of the university and will not be returned to the student or forwarded to another site.

FIRST-YEAR STUDENTS

These students are advised to complete a university preparatory program with above-average achievement. It is recommended that the following curriculum be pursued: 4 years of English, 3 years of mathematics, 3 years of social science, 3 years of science, and 2 years of a foreign language or American Sign Language.

Assured Admission:

Students who meet one of the following three options qualify for Assured Admission.

OPTION 1: Students who have a cumulative grade point average of at least a 3.50 (on a 4.0 scale) and rank in the top 25% of their high school graduating class qualify for Assured Admission. Note: Official ACT or SAT scores are required for merit scholarship consideration and advising.

OPTION 2: Students who have earned a composite ACT score of at least 24 (1090 SAT combined score on the Math and Critical Reading sections) and rank in the top 50% of their high school graduating class also qualify for Assured Admission.

OPTION 3: Students who have earned a composite ACT score of at least 24 (1090 SAT combined score on the Math and Critical Reading sections) and a cumulative grade point average of at least a 3.00 (on a 4.0 scale) qualify for Assured Admission.

A student whose academic profile meets the above criteria will be accepted for admission upon TLU's receipt of the following documents:

- The student's application for admission and financial aid,
- An official transcript sent directly from the high school with current rank-in-class and cumulative grade point average (applicants can be evaluated from sixth semester transcripts),
- Scores from either the SAT I, Reasoning Test of The College Board OR the American College Testing Program (ACT) These scores can be sent directly to Texas Lutheran from the testing service or will be considered official if recorded on the high school transcript (if applying under Options 2 or 3),
- The non-refundable application fee of \$40 OR a fee waiver from The College Board, ACT, or the high school. An application fee is not required when a completed application is submitted before December 15 for the following fall semester, or by October 15 for the following spring semester.

Regular Admission:

Any student who does not meet the guidelines for Assured Admission may apply using the Regular Admission process. The following must be submitted before a student is considered for admission:

- The application for admission and financial aid, completed in full, including the essay.
- An official transcript sent directly from the high school with current rank-in-class and cumulative grade point average (applicants can be evaluated from sixth semester transcripts).
- The non-refundable application fee of \$40 OR a fee waiver from The College Board, ACT, or the high school. An application fee is not required when a completed application is submitted before December 15 for the following fall semester, or by October 15 for the following spring semester.
- A recommendation from the student's high school counselor and a teacher who has had an academic relationship with the applicant.

The merits of each applicant are considered on a case by case basis with a special emphasis on the high school record. Students whose records predict achievement of academic success at Texas Lutheran are offered admission. Students graduating from a non-accredited high school, including those who have been home-

schooled, need to provide all the documents listed above, including a transcript. Transcripts should show all completed coursework. In addition, a diploma with date of graduation should be provided. However, in consideration of these applicants, a greater emphasis will be placed on the scores of the SAT I or ACT. Students submitting a GED in place of the high school transcript will need to have earned a composite score of 50. The tests required for these applicants will be determined on an individual basis. A personal interview may also be requested.

TRANSFER STUDENTS

Transfer students who are in good standing are encouraged to apply by submitting the following:

- The application for admission and financial aid, completed in full, including the essay.
- Official transcript(s) from every institution that the applicant has attended. Even if no credit was earned at the institution, a transcript is required.
- An official high school transcript is required for students with less than 24 transferrable hours, or if the student graduated from high school after January 1, 2005 (this is a federal requirement).
- The non-refundable application fee of \$40. An application fee is not required when a completed application is submitted before December 15 for the following fall semester, or October 15 for the following spring semester.
- One completed recommendation from a reference familiar with the student's academic background.
- Transfer addendum form. This form will be sent upon receipt of the application for admission.

Transfer applicants with fewer than 15 semester hours of university-level work will be evaluated under the requirements for first-year student admission. For those with less than 24 hours of university-level work, the high school transcript may be utilized. Applicants with credit earned at non-accredited institutions (trade, technical, career schools) are required to submit transcripts, but the credit is generally not transferable. For transfer credit information, please see the Transfer Credit section of the Academic Procedures.

Generally, transferable university-level work with a 2.25 GPA on the 4.00 scale will be accepted. Students on scholastic or disciplinary suspension are not eligible to apply until the suspension period has elapsed. Transfer work taken at another college or university while a student is academically suspended is generally not accepted at Texas Lutheran. Also, failure to make an accurate report of all colleges attended will subject the student to disciplinary action and possible dismissal.

An evaluation of transferable credits and determination of subsequent graduation requirements will be conducted for each accepted applicant by the Office of Registration and Records.

INTERNATIONAL STUDENTS

An international student is any citizen of a country other than the United States who has, or will need, a non-immigrant visa to study at Texas Lutheran. Students fitting this description apply to the regular Texas Lutheran academic program.

The application deadline for international students is May 1 for the fall semester and October 1 for the spring semester.

The merits of each applicant are considered on a case-by-case basis with a special emphasis on the quality of the academic work. To qualify for admission into the academic program, students from countries where English is not the primary language must present an official TOEFL or IELTS score. The minimum required scores are:

TOEFL PBT – 550

TOEFL CBT – 213

TOEFL iBT – 80

IELTS – 6.5

A score of 500 on the SAT Critical Reading section or a score of 21 on the ACT English and Reading sections may substitute for the TOEFL or IELTS. Those students whose native language is English must submit test results from the SAT I or ACT.

All applicants must submit the following before being considered for admission:

- The completed application for admission and the international student addendum to the application.
- Official transcripts from each secondary school and, if applicable, postsecondary school attended. These should include a listing of courses taken and marks/grades earned and must be translated into English with an official third party evaluation.
- Proof of financial solvency. This needs to be verified by a financial institution with a signature and photocopies of financial records.
- A \$40 (U.S. Dollar) non-refundable application fee (due to fluctuations in exchange rates, the check or money order must be drawn on a United States bank).
- Completed Confidential Report of Proficiency in English form.
- TOEFL, IELTS, SAT, or ACT scores sent directly to Texas Lutheran from the corresponding testing service.

NOTIFICATION OF ADMISSION

Texas Lutheran operates its admissions process on a rolling basis. Normally, processing of the files for both the fall and spring semesters begins in September. As soon as a file is complete, the admissions evaluation and decision is made. A file is deemed complete when all of the above-outlined processes and documentation are complete. It is the normal practice of the admissions office to notify the applicant within a week of receipt of the application as to the status of the file.

Failure to receive that notification means that either the file is complete and being evaluated for admission or the application was never received. The evaluation process for a completed file generally requires a working week; the notification of the decision is sent to the applicant in a personal letter.

PROCESS FOR SPECIAL CONSIDERATION

Students applying to Texas Lutheran in any category that do not initially meet admissions standards may be referred to the Admissions, Advising and Academic Standards Committee for consideration and evaluation.

The committee may defer a decision until further information has been received; i.e., more recent test scores, results of another semester of work, additional letters of recommendation, additional essay, personal statement or an interview. If any of these additional credentials are required, the enrollment services office will contact the applicant.

POST-ACCEPTANCE PROCEDURES

FINAL TRANSCRIPTS

FRESHMEN: The admissions office must have a FINAL transcript sent directly from your high school. The graduation date and your final class rank must be on this transcript. **TRANSFERS:** The admissions office must receive an official transcript from each college or university you have attended. This ensures that a transfer evaluation will be performed and that you will receive credit for any transferable college/university work. We also need a copy of your high school transcript. According to the federal financial aid regulations, a high school transcript or GED certificate is required on all students (including transfers). **IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT AN OFFICIAL TRANSCRIPT IS SENT TO TLU.** If we have not received an official high school transcript with documentation of graduation date by August 1 – for the fall semester or January 9 – for the spring semester, your acceptance will be rescinded.

ACCEPTANCE DEPOSIT

To initiate housing, registration, and billing procedures, a \$200 deposit is required of all students. This deposit serves as indication of sincere intention to enroll at Texas Lutheran. The deposit is non-refundable after May 1 for fall applicants and after point of payment for spring applicants. Once enrolled the deposit serves as the student's general deposit. International students submit a \$1,000 deposit. Once enrolled, \$200 will serve as the general deposit and the remainder will apply to the student's account.

HEALTH FORM

The Comprehensive Health Form will be accessible online by students at a designated time upon receipt of the deposit. All students must complete this form. Intercollegiate athletes and cheerleaders will receive a separate physical form from the Athletic Department.

Residential Students: MANDATORY for all first time students, including transfer students, who plan to live on-campus: Written confirmation of vaccination against bacterial meningitis. Mail the record to TLU Office of Residence Life, 1000 W. Court, Seguin, Texas 78155 or fax to 830-372-8136. Students must have received the vaccination at least 10 days prior to moving on campus. This requirement is dictated by the Texas Education Code which regulates the requirement (and exceptions) for bacterial meningitis vaccination. This applies only to first-time students or transfer students enrolling in public or private institutions of higher education who are planning to live on campus by January 1, 2010 or after.

Students who will not live on campus can send a record of immunizations received to the TLU Health Center or fax to 830-372-6391.

HOUSING APPLICATION AND MATCHING FORM/HOUSING CONTRACT

Texas Lutheran believes in the value of a residential campus. The housing application and matching form and housing contract must be filled out completely and honestly to assure a quality residential experience. At a designated time, the office of residence life will give online access (on the mytlu.edu portal) to the housing application and matching form and housing contracts to all students who have paid their \$200 deposit. Without the \$200 deposit and proof of meningitis vaccine, a housing assignment will not be made. For spring applicants, notification of housing assignments will be made after January 1. For fall applicants, notifications will begin in the summer.

All students are required to live in university housing, except for students who are married, over 21 years of age, seniors, or commuting from their parent's/guardian's home within a 30 mile radius of Seguin. Requests for exceptions to this policy are to be submitted to the director of residence life. If a student's course load drops below 12 hours during the course of a semester, the university reserves the right to require that student to live off-campus. This also applies to students who elect part-time study at the beginning of the spring term after having carried a full course load the previous semester. Students or applicants under the age of 18 will be reviewed on a case by case basis. Students who begin the academic year in residence commit themselves to a full year of residence in university housing except for marriage, graduation or withdrawals. Campus housing assignments are made without regard to race, creed, color or national origin.

ADVISING AND REGISTRATION

Faculty is central to academic advising system at Texas Lutheran University. All tenure track faculty with one year of service at TLU assume academic advising responsibilities. The faculty role in the advising system is supplemented and supported by the Office of the Vice President and Dean of Students within the Division of Student Life. The Texas Lutheran University academic advising system has as its guiding principle the belief that academic advising is a natural component and extension of faculty teaching and, as such, is integral to student learning. Advising and registration for the spring will occur in the middle of the fall semester. Advising and registration for the fall and summer sessions will occur approximately a month before the end of the spring semester. There are always opportunities for students to participate in late registration periods or register during the first week of classes if they miss the regular scheduled registration periods.

ADMISSIONS PROCEDURES FOR SPECIAL STUDENTS

DUAL PARTICIPATION (DP)

High-achieving high school seniors from local high schools are offered the opportunity to enroll in selected college-level classes to earn college credit. Enrollment requirements are:

- The dual participant program is open only to seniors who rank in the top 10% of their class or score 1180 SAT/25ACT or have exhausted all courses available in a subject area offered by the high school.
- Students must have a recommendation from their high school counselor or principal.
- Students must have their application submitted and approved prior to TLU dual participant registration. (This will assist us in registering the dual participants quickly and with a minimum of disruption to their schedules.)
- Students must submit a copy of their high school transcript.

For information or formal application, students should contact the Office of Registration and Records.

SUMMER TRANSIENT STUDENTS

Students who attend another college or university who wish to take courses during the summer at Texas Lutheran may be admitted as transient students. A student applying for admission under this classification is required to complete the summer school application form and submit an official transcript to the Office of Registration and Records.

READMISSION OF FORMER STUDENTS

A student who has interrupted attendance for one long semester or more at Texas Lutheran and who wishes to return must apply for readmission through the Office of Registration and Records. If the student has attended any other institution during the period, he or she must have an official transcript sent to the Office of Registration and Records. (See the “Academic Procedures” section for more information.)

ADVANCED CREDIT AND PLACEMENT

It is possible for students enrolled at Texas Lutheran to earn credit by examination through several external programs. Examination credit counts in neither residence hours nor honors calculations. All examination credit appears on the transcript as credit (CR) and does not affect the student’s grade point average. Texas Lutheran recognizes the Advanced Placement (AP) tests, the College Level Examination Program (CLEP) tests, DANTEs (Defense Activity for Nontraditional Education Support) and the Excelsior College examinations. In addition, credit may be available to graduates of the International Baccalaureate Program (IB). Students interested in such credit should consult the admissions office or the Office of Registration and Records for scores, credit and procedures.

College Board Advanced Placement (AP) Examination credit is recognized and awarded in selected subject areas. Entering students who submit a score of three (3) or higher will receive credit. Credit granted ranges from three to eight hours depending on the score earned. Students may earn AP credit in the following areas: art, biology, chemistry, computer science, economics (macroeconomics and microeconomics), English (language and composition, literature and composition), environmental science, history (U.S. and European), geography, government (U.S. and comparative), languages (French, German, Spanish), mathematics (calculus), psychology, physics, and statistics.

Students may present scores from the CLEP general or subject examinations in a wide variety of areas. For details on CLEP and DANTEs examinations, contact the Office of Registration and Records.

Texas Lutheran recognizes the International Baccalaureate Program and fourteen academic areas offer credit for IB program courses. Scores needed for credit range from 4 to 7.

Students may receive a maximum of 30 semester hours credit toward graduation through any one or combination of the above programs. Further information on tests and scores for which a student may receive credit is available from the admissions office or the Office of Registration and Records.

II Courses of Study

The university reserves the privilege to make adjustments to course offerings without notice as the need arises.

SYSTEM OF NUMBERING COURSES

Courses are designated by a name and number along with a descriptive title. The name generally denotes the department in which the course is offered. Course numbers generally include three digits, with the first digit indicating academic level and the second digit indicating semester hours credit. The remaining digit is a distinguishing number for individual courses.

First digits of 1 or 2 denote lower-division courses designed primarily for the freshman and sophomore year, whereas first digits of 3 or 4 denote upper-division courses designed primarily for the junior or senior year. The second digit (1 to 6) indicates semester-hour credit. A second digit of 7, 8, or 9 denotes three semester hours credit.

Following the course title, related information appears in parentheses. The first figure indicates semester-hour credit; the second figure indicates the number of lecture hours per week; and the third figure indicates the number of hours per week during which the student is in laboratory, practice session, or other activity related to the course. As an example, (3:1:5) following VART 238 indicates a three semester-hour credit course with one lecture hour and five studio hours per week.

SPECIAL STUDIES AND TOPICS

Texas Lutheran University recognizes the diverse interests of its students and realizes the need to offer study opportunities in areas not offered in regular course offerings. To meet this need, the following study options are made available. (Please refer to individual department policy and procedures for specific information on these courses.)

119 LONE STAR SCHOLARS ACADEMY STUDY COURSE

The Lone Star Scholars Academy is offered for high school juniors and seniors during a special summer residential program and requires at least 25 hours of classroom work under a qualified professor. Credit is granted in one of TLU's departments or academic divisions as approved by each department chair and

provost. A maximum of two credits may be earned per year with no more than four credits total, and no more than two credits under the same disciplinary designator.

210-220-230; 310-320-330 DIRECTED STUDY

Directed study courses are individualized study courses under the general supervision of a faculty member. The topic chosen by the student and approved by the faculty member and department must be sufficiently delimited to permit oral and written reports. In this type of study, the student is expected to consult the faculty member periodically and report on progress being made.

Directed study is open to students of all classifications. The student must have demonstrated a capacity to do individual work and have a minimum 2.0 cumulative grade point average.

179-279-379-479 SPECIAL TOPIC

This is a specialized opportunity for in-depth analysis of a selected topic not available in the regular departmental course offerings. Generally, the topic is open to advanced students in a major area. The student may repeat the course for credit when topics are changed.

Each department may offer such a course whether or not it is so listed in the respective department's course listings. Credit earned may be from one to three hours for each course.

410-420-430 INDEPENDENT STUDY

Intensive, individual study and research are available to qualified students with a special interest in doing advanced work in specific areas. The student devises the study proposal in consultation with the faculty supervisor and obtains the approval of the department in which the study will be performed. The student basically works independently until the presentation of the final results.

Independent study is open only to juniors and seniors who have performed exceptionally well academically with a cumulative grade point average of at least 3.0. Credit earned may be from one to three hours for each course, with a maximum of six hours in a term. Each department may provide additional policies regarding independent study.

SENIOR SEMINAR (course numbers vary by department)

A senior seminar course is required for all majors. This course is designed to be a capstone project and usually requires a special research effort. Specific course numbers vary by department.

419-429-439 AND BIOL/CHEM 219-229-239 INTERNSHIP

Internships offer part-time or full-time experience closely related to the student's specific career and academic interests. Arranged on an individual basis, the internship agreement identifies the problems to be researched, experience to be gained, and related readings to be accomplished. A maximum of six credit hours of internship may be applied towards a student's degree requirements. Students

performing internships for credit must be enrolled at TLU during the term (fall, spring or summer) in which the internship is served. Normally, 50 to 75 hours of internship equal one semester hour of credit.

ACCOUNTING

Students majoring in accounting complete a bachelor of science degree in accounting concurrently with a B.B.A. degree in business administration (professional specialization in accounting). The 154 hour requirement qualifies the student to take the Certified Public Accountant (CPA) exam upon graduation.

The major in accounting meets the American Institute of Certified Public Accountants education requirements for certification. The department is a charter member of and is accredited by the Association of Collegiate Business Schools and Programs and is also a member of the Southern Business Administration Association.

Major in accounting (B.S.): Students must complete the requirements listed for the B.B.A. degree in business administration (professional specialization in accounting) as well as the following: 30 semester hours, including BUSI 476 or 480 (whichever course was not taken in the B.B.A. program), BUSI 479, 481, 482, 485, 487 or 488, 12 hours selected from the following courses: ECON 373, 374, BUSI 431, 432, 472, 477, 484, 490, 3 hours of approved accounting internship, or BUSI 487 or 488, whichever was not taken above.

Course listings for the B.S. in accounting are listed in “Business Administration” in this section of the catalog.

AFRICAN-AMERICAN STUDIES

The African-American Studies minor is an interdisciplinary program designed to give students a general introduction on the role of African-Americans in the making of the modern world. With a major focus on African-American history and culture, the minor also asks the student to consider issues of race and class within and beyond the borders of the United States, particularly Africa, Europe, and the Americas. Courses supporting the African-American Studies minor are offered in History, English, Sociology, Communication Studies, Theology and Music.

Minor in African-American Studies: 18 semester hours: HIST 273-(African-American Focus) plus fifteen hours, of which six hours must be upper division courses with a focus on Africa or the African-American experience. Possible courses include: HIST 382, 383, 384, 385, 386; ENGL 379; courses relating to African and African American literatures; COMM 271; COMM 273, 479; SOCI 373; SOCI 231A; THEO 238; THEO 437; MUSI 379 with a focus on African or African-American music. Students may receive three to six hours study abroad after consultation with African-American Studies advisor.

APPLIED MUSIC

For AMMS course listings, see “Music” in this section of the catalog.

APPLIED SCIENCE DUAL DEGREE

Major in applied science (Dual Degree, Applied Science/Engineering Program): A dual degree can be obtained that consists of three years of course-work at Texas Lutheran followed by two to three years at an engineering school. This program is designed for students interested in engineering who also wish to obtain a broader background in other disciplines. The student begins by completing the general education requirements and the subject area requirements for a bachelor's degree at Texas Lutheran as well as basic courses in physics (PHYS 240, 241, 312, 331), engineering/physics (ENGR 132, 390, 391, 392), chemistry (CHEM 143), mathematics (MATH 241, 242, 333, 334), statistics (STAT 374) and four hours of electives. Normally, this will take three academic years. In addition, the student, while at Texas Lutheran, may take some courses that will transfer as “directed electives” at an engineering school. Current agreements are with Baylor University and Southern Methodist University engineering schools.

A student wishing to obtain an applied science degree from Texas Lutheran must complete the following TLU coursework and then apply for admission to a college of engineering. Engineering courses taken at the engineering school will complete requirements for the major in applied science at Texas Lutheran after the engineering degree has been completed. At that time Texas Lutheran will award the bachelor of arts degree with a major in applied science.

Course listings for the applied science dual degree are listed in “Physics” in this section of the catalog.

ART

The mission of the Department of Visual Arts is to offer an undergraduate education in the liberal arts curriculum and to teach the students a number of art related subjects in preparation for professional activities. In addition, the department prepares undergraduates for a life of service and leadership through collaborative studio and art exhibition experiences university-wide as well as within local communities. The Department of Visual Arts offers a major leading to the Bachelor of Arts degree, or a minor in art. Specializations in four areas are provided to students majoring in art: ceramics, sculpture, painting, and printmaking. The art major is designed to serve as a foundation for careers in studio work and related fields such as teaching, graphic design, art therapy, and industrial art. For some of these fields and for teaching, the student will continue study beyond the bachelor's degree into graduate school, certification programs, and apprenticeships.

Major in art: 36 semester hours, including VART 131, 138, 231, 233, 235, 237, 272, 434; 9 hours from 332, 333, 337, 339, 378 or from 335, 336, 372, 436; 473 or 474 (depending on track). Students must complete all 100 and 200 level courses and then must choose either a 2-dimensional track or a 3-dimensional track. Students may start their final six hours (434 and 473 or 474) as juniors.

Supporting courses for art major: 24 semester hours, including VART 136, 274, 275, and 15 hours in fine arts, humanities, and/or social sciences.

Minor in art: 18 semester hours, including VART 131, 138, 274, 275; and 233-333 or 235-335 or 237-337 or 272-372.

A studio course requires a weekly average of three hours work outside the scheduled class time.

ART

VART 131. Drawing I (3:1:5)

Drawing for potential art majors as well as those with little or no previous drawing experience. Basic concepts emphasizing the formal elements of drawing. Media include pencil, charcoal, and pen and ink.

VART 136. Art Appreciation (3:3:0)

A basic course in art appreciation and perception. Concepts common to painting, sculpture, architecture, and the minor arts are stressed through lecture sessions.

VART 138. Design I (3:1:5)

Introduction to the formal elements of design and principles of visual organization.

VART 231. Drawing II (3:1:5)

Theory and practice in the elements of drawing with emphasis on the human figure. Prerequisite: VART 131 or consent of instructor.

VART 233. Painting I (3:1:5)

Introduction to painting media and techniques. Personal expression through pictorial organization is stressed.

VART 235. Sculpture I (3:1:5)

Fundamental techniques and three dimensional concepts in producing sculpture in clay, plaster, and other materials.

VART 237. Printmaking I (3:1:5)

Printmaking processes including relief printing and monoprinting techniques with emphasis on development of personal style and concepts.

VART 272. Ceramics I (3:1:5)

Basic techniques in forming, decoration, and firing pottery. Emphasis on handbuilding with introduction to wheel thrown forms.

VART 274. Art History of the Western World I (3:3:0)

A survey of painting, sculpture, and architecture from prehistory through 1400. Non-Western art traditions included. Artistic styles, individual artistic achievements, and cultural contexts will be examined.

VART 275. Art History of the Western World II (3:3:0)

A survey of painting, sculpture, and architecture from 1400 through the present.

Movements in style, achievements of artists, and cultural contexts will be examined. (Note: VART 274 is not prerequisite.)

VART 332. Drawing III (3:1:5)

Continuation of VART 231, with emphasis on further investigation of drawing concepts and structure. Prerequisite: VART 131, 231 or consent of instructor.

VART 333. Painting II (3:1:5)

Emphasis on development of personal style, specialized concepts and techniques. Prerequisite: VART 232 or consent of instructor.

VART 335. Sculpture II (3:1:5)

Emphasis on development of personal style, specialized concepts and techniques related to 3-dimensional art.

VART 336. Design II (3:1:5)

Color theory as well as concepts related to 3-dimensional form.

VART 337. Printmaking II (3:1:5)

Printmaking processes to include drypoint, etching, and silkscreen. Emphasis on development of personal style, specialized concepts and techniques. (Note: VART 237 is not a prerequisite.)

VART 339. Watercolor (3:1:5)

Investigation of composition, color, techniques, and materials related to watercolor.

VART 372. Ceramics II (3:1:5)

Continuation of VART 272 with further emphasis on wheel thrown forms, introduction to glaze calculations with emphasis on individual expression through combinations of hand-building and wheel throwing. Prerequisite: VART 272 or consent of instructor.

VART 373. Art Concepts (3:3:0)

Basic art activities in a variety of media and materials for teachers of all grades.

VART 378. Photography (3:1:5)

Introduction of historic, non-traditional and alternative methods of creating photographic imagery with the use of medium format film.

VART 379. Special Topics (3:X:X)

Designed to provide specialization in various media taught in the department.

VART 410, 420, 430. Independent Study (X:0:X)

Independent research in the visual arts under departmental supervision. Prerequisite: Consent of instructor.

VART 434. Senior Seminar (Capstone course) (3:1:5)

This seminar emphasizes professional development of individuals in pursuit of career in the visual arts and has the following five components: continued development of studio work, exhibition, documentation, critical reading, and community service through the arts. Required of all art majors. Includes group and individual critiques of advanced studio work, preparation of this body of work for exhibition either in an on-campus or off-campus senior group or solo show, production of a digital or 35mm. slide portfolio, development of a resume, artist's statement, and biography, reading and discussions of contemporary aesthetic and ethical issues in the field of art, initiation and/or participation in community service and volunteer projects during the course of study that are in related in some way to the arts using the skills that have been acquired in the process of art-making.

VART 436. Environmental Design (3:1:5)

Exploration of three methods of environmental sculpture that include site specific, installations and earthworks.

VART 473. Advanced 2-Dimensional Studio (3:1:5)

Continuation of 2-dimensional interest (painting or printmaking) with introduction to contemporary ideas of art, emphasis on craft, and broadening of critical thinking skills in preparation for a career in the visual arts. Prerequisite: completion of 100 and 200 level required courses toward art major or consent of instructor.

VART 474. Advanced 3-Dimensional Studio (3:1:5)

Continuation of 3-dimensional interest (ceramics or sculpture) with introduction to contemporary ideas of art, emphasis on craft, and broadening of critical thinking skills in preparation for a career in the visual arts. Prerequisite: completion of 100 and 200 level required courses toward art major or consent of instructor.

ATHLETIC TRAINING

The department of kinesiology at TLU offers a curriculum leading to a Bachelor of Science degree in Athletic Training. The TLU athletic training education program is a competitive entry program with limited space and is accredited through the Commission on Accreditation of Athletic Training Education (CAATE). Graduates of the athletic training education program are eligible for Texas state licensure and national certification through the National Athletic Trainers Association Board of Certification (BOC).

The mission of the TLU Athletic Training Education Program is to provide students foundational education and clinical experiences within the 12 competency areas set forth by the National Athletic Trainers Association Education Council giving graduates the knowledge and skills necessary to pursue a career in athletic training. Emphasis is placed on maximizing individual learning styles and engaging students in hands on learning situations to encourage development of knowledgeable and resourceful healthcare professionals. The program strives to prepare students to become BOC certified (ATC), state licensed (LAT) athletic trainers who will work, educate, and lead within the healthcare profession.

CRITERIA FOR ADMISSION

All students who wish to be considered for admission to the athletic training program must complete the following:

1. Unconditional acceptance to TLU via Enrollment Services office
2. Completion of an athletic training program application form, returned to the program director.
3. Three reference evaluation forms completed by certified/licensed athletic trainers, instructors, supervisors, etc. who are familiar with the student. Completed forms must be returned to the program director.
4. An interview with the TLU Athletic Training Educational Program Director and

Athletic Training Staff.

5. A minimum of a 2.7 cumulative GPA on a 4.0 scale for all high school and college work.
6. Students must read and sign a technical standards agreement prior to acceptance to the program.
7. Previous athletic training experience is preferred but not required.
8. Students accepted into the athletic training program as a freshman will be considered on a probationary status. The freshman athletic training student is expected to concentrate on academic course work and use field experience hours to orient themselves to the athletic training profession, and TLU policies and procedures. The probationary period lasts the entire freshman year and requires all of the following to continue as a sophomore athletic training student:
 - a. Present and punctual for all classes, meetings, and field experience hours.
 - b. Successful completion of Anatomy & Physiology (BIOL 147-148) with at least a C grade.
 - c. Successful completion of First Aid and Medical Self help (KINS 122) or First Aid/CPR certification through the American Red Cross, or American Heart Association.
 - d. Successful completion of Prevention and Care of Athletic Injuries (KINS 120) with at least a B grade.
- e. Positive evaluations each semester with clinical instructor.

TRANSFER POLICY

Students wishing to transfer into the TLU athletic training program must follow the same application procedures as freshmen students. The probationary first year may be waived at the discretion of the TLU athletic training staff. Criteria for waving probationary status are as follows:

1. Completion of one year Anatomy & Physiology with a C grade or better.
2. Completion of Prevention and Care of Athletic Injuries, or equivalent, with a B grade or better.
3. Current certification in First Aid/CPR.
4. Previous athletic training or health and wellness related experience. Experience in athletic training, physical therapy, hospital, wellness, and personal fitness settings will be considered.

Students that have the probationary year waived must complete a minimum of four years (eight semesters) of field experience in the athletic training program.

Student applications will be evaluated and ranked based on the above criteria. The number of offers of acceptance into the program will be made based on availability of positions. Students may be admitted directly from secondary schools

or with previous college/university experience. Each student must complete a minimum of six semesters in the athletic training program.

Major in Athletic Training (B.S.): 50 semester hours, including KINS 120, 121, 122, 135, 234, 238, 271, 272, 434, 335, 371, 372, 376, 378, 381, 476, 111P, 112P, 211P, 212P, 311P, 312P, 411P, 412P.

Supporting courses for Athletic Training: 14 semester hours, including BIOL 147, 148, 235; CHEM 133.

Course listings for the athletic training major are listed in “Kinesiology” in this section of the catalog.

RETENTION IN THE ATHLETIC TRAINING PROGRAM

In addition to probationary requirements, students must meet certain academic and professional criteria to continue and graduate from the Athletic Training Education Program. Retention criteria are as follows:

1. Maintain a minimum cumulative grade point average of 2.7 on a 4.0 scale in all work completed at TLU. If a student's GPA drops below a 2.7, they will be given one semester to bring it up to the minimum level. If the student is unable to raise their GPA to the minimum level, they will be suspended from the program.
2. Minimum C grade in all athletic training courses in which NATA competencies are instructed. These courses include: BIOL 147, 148, 235; KINS 120, 121, 122, 111P, 112P, 211P, 212P, 271, 272, 311P, 312P, 371, 372, 376, 378, 381, 411P, 412P. Students who do not obtain the minimum grade in these courses may repeat courses but will not be allowed to graduate with an Athletic Training Degree until the minimum requirement is met.
3. Steady progress toward completing athletic training competencies and clinical proficiencies
4. Steady progress towards the athletic training degree.
5. Positive Evaluations from athletic training faculty and clinical instructors.
6. On-time attendance at all required meetings and clinical education assignments.
7. Maintenance of professional working rapport with athletic training staff, fellow students, athletes, and athletic department staff.
8. Compliance with the Technical Standards of the program
9. Positive representation of the TLU Athletic Training Educational Program across campus in the community

The Director of Athletic Training Education and athletic training faculty will review each student following each semester to decide on retention in the program. Compliance with these standards serves as the primary criteria for retention.

Additional information may be obtained through the ATEP director.

BIOLOGY

The biology department acquaints students with basic and advanced concepts and principles pertaining to the structure and function of living organisms. Four tracks exist to prepare students for future careers: a B.A. or B.S. in biology, a B.S. in biology (molecular track) and a B.S. in biology (environmental track). Students who seek certification for teaching at the secondary level should choose the biology major listed in the Education section of this catalog.

Emphasis on collateral training in mathematics, chemistry and physics is intended to provide an awareness of the full scope of biology and the dependence upon interdisciplinary study. A biology degree prepares students for graduate school, professional school, teaching or work in the biological sciences.

Major in biology (B.A. degree - general track): 28-31 semester hours, including BIOL 143-144 or 147-148, 241, 341, 411, 422, and one organismal biology course (selected from BIOL 343, 431), one ecology/integrative biology course (selected from BIOL 346, 347, 441, 473), and one molecular/cell biology course (selected from BIOL 242, 432, 437, 444).

Supporting courses (B.A. degree): 22 semester hours, including CHEM 143, 144 or 341; MATH 133 or higher; 8 hours of physics; STAT 374.

Major in biology (B.S. degree - general track): 41 semester hours, including BIOL 143, 144, 241, 242, 341, 343, 347, 411, 422, 431, 441, 444, and three hours selected from BIOL 346, 414, 432, 437, 438, 473.

Supporting courses (B.S. degree): 31 semester hours, including CHEM 143, 144 or 341, 248-249; MATH 241; STAT 374; eight hours of physics.

Major in biology (B.S. degree - molecular biology specialization): 36 semester hours, including BIOL 143, 144, 242, 341, 411, 414, 422, 431, 432, 437, 444, and three hours selected from BIOL 438, 473, CHEM 342 or 344.

Supporting courses (molecular biology specialization): 31 semester hours, including CHEM 143, 144 or 341, 248-249; MATH 241; STAT 374; eight hours of physics.

Major in biology (B.S. degree - environmental biology specialization): 38 semester hours, including BIOL 143-144, 241, 242, 341, 343, 347, 411, 422, and seven hours selected from BIOL 346, 430, 431, 441, 444, 473.

Supporting courses (environmental biology specialization): 31 semester hours, including CHEM 143, 144 or 341, 248-249; MATH 241; STAT 374; eight hours of physics.

Minor in biology: 18-20 semester hours, including BIOL 143-144 or 147-148; 241 or 242; and two courses selected from BIOL 341, 343, 346, 347, 431, 437, 438, 444, 473. (See the "Academic Requirements" section in this catalog for general requirements for a minor).

Honors Program Participants: Biology Honors students must meet the same degree requirements as those listed for non-honors students, with the exception that six hours must have Biology Honors designations. HONR designated biology courses usually include three hours Independent Study and a regular upper division biology course with an honors contract agreement.

BIOLOGY

BIOL 130. Basic Biology (3:2:3)

A general introductory course in biology with lab. The class will cover basic structural and functional characteristics of organisms with an emphasis on current biological issues. Topics will include the effects of humans on the environment, genetic engineering, and medical concerns such as cancer and AIDS. This course is designed for the non-science major.

BIOL 131. Issues in Biology (3:3:0)

An introductory course in biology without lab. The class will focus on an important issue in society and biology. The topic will be determined by the instructor among such topics as genetic technology, evolution, disease, and medicine. This course is designed for the non-science major.

BIOL 143. Biological Systems I (4:3:3)

A study of the unity of life, including molecular and cellular processes; theories and evidence of evolution, and the concepts of biology and its relevance to human beings.

BIOL 144. Biological Systems II (4:3:3)

A continuation of the topics of BIOL 143 with emphasis on the diversity of life, how plants and animals work, and ecology.

BIOL 147. Human Anatomy and Physiology I (4:3:3)

An introductory course examining the organization of the human body and mechanisms for maintaining homeostasis. Topics include cell structure and function; basic metabolism; basic histology; and the anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems. Emphasis is placed upon integration of systems as they relate to normal health.

BIOL 148. Human Anatomy and Physiology II (4:3:3)

Second course in a two-semester sequence in which the organization of the human body and mechanisms for maintaining homeostasis are examined. Topics include the anatomy and physiology of the special senses and the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems.

BIOL 220, 230, 320, 330. Directed Study (X:X:X)

Individualized study courses under the general supervision of a biology faculty member. The topic chosen by the student and approved by the faculty member and department chairperson must be sufficiently delimited to permit oral and written reports. In this type of study, the student is expected to consult the faculty member periodically and report on progress being made. Directed study is open to students of all classifications. The student must have demonstrated a capacity to do individual work and have a minimum 2.0 cumulative grade average.

BIOL 235. Principles of Nutrition (3:3:0)

A study of human nutrition at both the cellular and systemic levels. Each nutrient will be examined: its requirement, source, digestion, function, and metabolism. Application to normal health and eating regimes will be studied as well as several specific topics including vegetarianism, weight control, eating disorders, physical fitness, chronic disease prevention, and the evaluation of nutritional information. Does not apply toward a major in biology.

BIOL 219, 229, 239, 419, 429, 439. Internship In Biology/Allied Health Sciences (X:X:X)

Opportunities in specialty fields are designed to familiarize the student with the challenges, opportunities and demands inherent in specific career fields. Maximum credit allowable, three semester hours.

BIOL 241. Plant Biology (4:3:3)

A study of plants, emphasizing anatomy, morphology, function, growth and reproduction, uses, and diversity. Prerequisites: eight hours of biology.

BIOL 242. Microbiology (4:3:3)

An introduction to microorganisms, with emphasis on the bacteria, including the study of morphology and metabolism, culturing and staining techniques. Prerequisite: eight hours of biology, and four hours of chemistry (may be taken concurrently).

BIOL 341. Genetics (4:3:3)

A study of the principles and molecular mechanisms of genetic transmission in higher organisms with emphasis on humans; the identification and functioning of hereditary material. Prerequisite: 12 hours of biology and MATH 133.

BIOL 343. Comparative Anatomy and Embryology of the Vertebrates (4:3:3)

An integrated study of vertebrate morphology and development. Laboratory includes study of the protochordates, lamprey, frog and chick embryos, shark, and cat. Prerequisite: eight hours of biology.

BIOL 346. Aquatic Biology (4:3:3)

A study of the functioning of freshwater ecosystems and the taxonomy, morphology, and natural history of freshwater organisms. Laboratory will emphasize field techniques and identification of freshwater species, especially invertebrates. Prerequisite: eight hours of biology.

BIOL 347. General Ecology (4:3:3)

A study of the relationships between organisms and their environment. Prerequisite: eight hours of biology.

BIOL 379. Special Topic (3:3:0 or 3:2:3)

Specialized topics for biology majors. Offered only upon sufficient demand and availability of staff. Prerequisite: eight hours of biology.

BIOL 410, 420, 430. Independent Study (X:X:X)

Intensive, individual study and/or research available to qualified students with a special interest in doing advanced work in specific areas not covered by regular courses. The student devises the study proposal in consultation with the faculty supervisor and obtains the approval of the department chair. Independent study is open only to juniors and seniors who have performed exceptionally well academically with a cumulative grade point average of at least 3.0. Credit earned may be from one to three hours for each course with a maximum of six hours in a term.

BIOL 411. Senior Capstone Seminar (1:1:0)

Preparation and presentation of a public speech and scientific poster describing research done by the student. Course will include guest lectures and discussion sessions. Prerequisite: BIOL 422.

BIOL 414. Biochemistry/Physiology Lab (1:0:3)

Laboratory course in modern biochemical and physiological techniques with an emphasis on experimental design, manipulations, and data analysis. Limited to juniors and seniors. Prerequisite: BIOL 242; MATH 148; CHEM 248; BIOL 437 and/or BIOL 431 should be taken in advance or concurrently. (Also offered as CHEM 414.)

BIOL 422. Senior Capstone Research (2:2:0)

A systematic investigation of a selected topic in biology followed by writing of scientific research report or review paper. Course will include guest lectures from leading biologists and discussion of how the student's education in biology can prepare them for leadership and service in society.

BIOL 431. General Physiology (3:3:0)

A physiochemical approach to the functioning of animal cells and the integration of major organ systems. Prerequisite: eight hours of biology; one year of chemistry; one year of physics.

BIOL 432. Fundamentals of Neuroscience (3:3:0)

A comprehensive survey of knowledge concerning brain structure and function. Emphasis on understanding complex neuronal networks in terms of physiological and molecular mechanisms. Prerequisite: BIOL 431; PHYS 142 or 241; and MATH 148.

BIOL 437. Biochemistry (3:3:0)

The study of the chemistry of carbohydrates, lipids, proteins, and nucleic acids. Emphasis is on enzymes and metabolic regulation in mammalian systems. May not be counted for both biology and chemistry credit. (Also offered as CHEM 437.) Prerequisite: BIOL 242 and CHEM 248.

BIOL 438. Advanced Microbiology (3:3:0)

An intensive study of one aspect of microbiology. Topics will vary from term to term, to include immunology, microbial physiology, and virology. Prerequisite: BIOL 242.

BIOL 441. Plant Taxonomy (4:3:3)

A study of the principles, terminology, and practice of plant taxonomy in the framework of current phylogenetic concepts. Laboratory will emphasize techniques used to identify vascular plants of the area. Prerequisite: eight hours of biology.

BIOL 444. Molecular Biology (4:3:3)

A study of the synthesis, localization, structure, and function of biomolecules. Emphasis is placed on cell regulatory mechanisms controlling signal transduction and gene expression. Topics vary to reflect current issues in molecular biology such as gene therapy, restriction fragment length polymorphism analysis, loss of cell cycle regulation in tumorigenesis and aging, and molecular systematics. Models to explain pathophysiological problems are examined. Prerequisite: BIOL 341, CHEM 248, CHEM 144 or 341, MATH 148.

BIOL 473. Evolutionary Biology (3:3:0)

An exploration of historical and current ideas in evolutionary biology, with a focus on biological mechanisms, scientific methods, and evolutionary theory. Prerequisite: eight hours of biology.

BUSINESS ADMINISTRATION

The mission of the department of business administration and economics is to develop intellectually competent and confident graduates by offering a comprehensive business program built on a liberal arts foundation.

The department of business administration and economics has a specialized accreditation by the Association of Collegiate Business Schools and Programs. This specialized accreditation involves the evaluation of the business program with regard to the effectiveness in preparing individuals for their chosen business profession.

Business administration graduates will develop a solid foundation in the business disciplines and will acquire the academic and social capabilities necessary for successful careers. The professional specializations in accounting, economics, finance, management, marketing, and international business build on this base using casework, presentations, and simulations which involve both individual and collaborative activities.

Business administration graduates are adequately prepared to compete with their peers from comparable colleges and universities. The department accomplishes this by:

- providing a dynamic, broad-based curriculum, grounded in theory and enhanced by classroom application and real-world experience
- providing experience in using both qualitative and quantitative methods; encouraging critical thinking, imagination, and ethical and social responsibility
- providing opportunity to augment analytical ability by developing the communication skills, creativity, and intuitive perception necessary to make sound decisions
- providing maximum student accessibility to experienced and well qualified faculty members who have a genuine and personal concern for each student.

Major in business administration (B.B.A. degree):

Core curriculum: 33 semester hours, including BUSI 231-232, 337, 338, 373, 376, 377, 378, 471, 486 and 335 (for accounting specialization) or 339 (for nonaccounting specializations). Note: BUSI 231-232 and supporting courses at the 100 and 200 level must be completed prior to entry into upper division core courses. Exceptions require departmental approval.

PROFESSIONAL SPECIALIZATIONS:

Accounting: 20 semester hours including BUSI 332, 343-344, 336, 478, and either 476 or 480.

Supporting courses for Accounting specialization: 24-27 semester hours, including MATH 133, 136; STAT 374; ECON 237, 375; COMM 374; ISYS 133 or Microsoft certification in Excel, ISYS 231; and three hours psychology or sociology.

Economics: 15 semester hours including ECON 373, 374, 375, 431, and three additional hours of economics at the 300 or 400 level.

Supporting courses for Economics specialization: 21 semester hours including MATH 133; 136 or 241; STAT 374, 375; ECON 237, COMM 374; plus three hours political science.

Finance: 16 semester hours including BUSI 343, 431, 484; ECON 373 and 431.

Supporting courses for Finance specialization: 27 semester hours to include MATH 133, 136; STAT 374, 375; ECON 237, 374, 375; COMM 374, PSYC 131.

International Business: 21 semester hours including BUSI 477, 439 (must be taken during TLU-approved study abroad program); ECON 431, ECON 339, BUSI 484 or 490; POLS 235 or 237. Additionally, students must earn credit in six hours of a modern foreign language.

Supporting courses for International Business specialization: 24 semester hours, to include MATH 133, 136; STAT 374; ECON 237, 375; COMM 374; HIST 234; INTR 231 or SOCI 239 or GEOG 234.

Management: 15 semester hours including BUSI 374, 432, 472, 477, and three hours of electives in business, economics, or computer science.

Supporting courses for Management specialization: 24-27 semester hours to include MATH 133, 136; STAT 374; ECON 237, 374; COMM 374; ISYS 133 or Microsoft certification in Excel, ISYS 231, and three hours psychology or sociology.

Marketing: 15 semester hours including BUSI 371, 372, 474, 490, and three hours of electives in business, economics, or COMM 236.

Supporting courses for Marketing specialization: 24-27 semester hours to include MATH 133, 136; STAT 374; ECON 237, 374; COMM 374; ISYS 133 or Microsoft certification in Excel, ISYS 231; and PSYC 234.

Note: All upper division coursework must be accomplished either in residence or as upper division coursework at another four-year institution. Course requirements to meet one specialization area cannot be used to meet requirements for another area of specialization.

Major in accounting: Students interested in receiving a B.S. degree in accounting concurrently with the B.B.A. in business administration should see “Accounting” in this section of the catalog for details.

Major in economics: Students interested in receiving a B.A. degree in economics should see “Economics” in this section of the catalog for details.

Minor in business administration: 18 semester hours, including ECON 237, BUSI 235, 337, 373, 374, and 491.

BUSINESS ADMINISTRATION**BUSI 231, 232. Principles of Accounting (3:3:0 each)**

Financial accounting processes for service and merchandising enterprises, payables and inventories, deferrals, accruals, and long-lived assets; accounting systems and concepts; partnerships and corporations; decision-making; and financial statement analysis.

BUSI 235. Survey of Accounting (3:3:0)

Introduction of business transactions and financial statements, analysis of business operations and ratio analysis tools for evaluation of company financial statements. (May not be used by business majors to fill BUSI/ECON/CSCI elective requirement.)

BUSI 332. Accounting Information Systems (3:3:0)

Accounting information systems of organizations including business processes, fundamentals of systems and information technology, internal controls and IT auditing. Prerequisite: BUSI 232.

BUSI 335. Business Law (3:3:0)

A survey of the principles of legal issues encountered by accountants, including the AICPA Code of Professional Conduct, contracts, uniform commercial code, accountant's legal liability, commercial paper, secured transactions, bankruptcy, federal securities acts, property, insurance agency, and business organizations. This course is especially designed for accounting majors and covers subjects found on CPA examinations. Prerequisite: BUSI 344.

BUSI 336. Individual Income Tax (3:3:0)

Analysis of federal tax laws, emphasis being placed on the determination of net taxable income and the preparation of income tax returns for individuals. Prerequisite: BUSI 232 or 235.

BUSI 337. Principles of Marketing (3:3:0)

Examination of marketing principles, concepts, strategies, tactics and analytical tools used by profit and nonprofit organizations to selected target groups. Emphasis on the managerial aspects of marketing to develop, promote, distribute, and price the firm's offerings in a dynamic, diverse environment. Prerequisite: BUSI 232 or 235.

BUSI 338. Quantitative Applications (3:3:0)

Introduces quantitative analysis techniques in business decision-making situations. Includes topics such as forecasting, decision analysis, utility, marginal analysis, inventory control, linear programming, simulation and project management. Prerequisite: MATH 136 or 221.

BUSI 339. Business and its Legal Environment (3:3:0)

A survey of the legal environment of business organizations designed to provide an understanding of laws and regulations that seek to govern the relationships between business and various other groups including employees, government entities, consumers, and investors. Topics covered include contracts, government regulation, employer-employee relations, and business ethics.

BUSI 343, 344. Intermediate Accounting I, II (4:3:1)

Financial accounting-theoretical foundation, concepts, and principles underlying financial statements; current assets; current liabilities; property, plant and equipment; short-term investments; present value analysis; intangible assets; long-term liabilities; corporate capital; analysis of financial statements; and other subjects including bonds, pensions, leases and long-term investments. Prerequisite: BUSI 232.

BUSI 371. Professional Selling and Sales Management (3:3:0)

An overview of techniques used in professional selling, sales planning, and the management of sales relationships. Experiential exercises and role playing will be used to provide students an actual experience in the techniques of professional selling. Sales management issues examined are compensation, sales training, planning, evaluation, and motivation.

BUSI 372. Advertising and Promotional Strategies (3:3:0)

A study of advertising and promotion as communication tools in marketing and business management. Students will develop an understanding of the process of creating effective advertising and promotional campaigns. Emphasis will also be placed on media planning, budgeting, and internet strategies.

BUSI 373. Principles of Management (3:3:0)

Examination of the basic management functions of business enterprise with coverage of the management principles of planning, organizing, directing, and controlling. A behavioral approach is taken by stressing the manager's role in working with and motivating individuals and groups. Prerequisite: BUSI 232 or 235.

BUSI 374. Entrepreneurship and Leadership Concepts (3:3:0)

An introduction to the knowledge and skills required by those who are interested in pursuing a career as an entrepreneur. Many of the issues addressed, including a strong leadership component, will have value for those who will work in small growing businesses or even larger, more structured business environments. The dynamic nature of creative capitalism provides a continuing demand for leadership and entrepreneurial skills. Prerequisite: BUSI 373.

BUSI 376. Managerial Cost Accounting (3:3:0)

Emphasis upon utilization of cost data in planning and controlling to include global competition, ethical considerations, and customer satisfaction. Internal and external cost factors are woven into the planning models. These include just-in-time (JIT), activity-based costing (ABC) and total quality management (TQM). In addition, cost management systems and performance measurement systems will be examined to develop skills in cost-volume-profit analysis, planning, budgeting, costing, and variance analysis areas. Prerequisite: BUSI 232.

BUSI 377. Business Finance (3:3:0)

A study of financial practices and financial management in business. In-depth problem oriented study of funds flow, financial analysis and planning, time value of money, risk and return, valuation of assets, cost of capital, and capital budgeting. Prerequisite: BUSI 232.

BUSI 378. Business Communications (3:3:0)

Communication theory and applications to business writing; basic elements and problems relating to correspondence, techniques and problems of report writing. Prerequisite: BUSI 231 or 235.

BUSI 379. Special Topic (3:3:0)

Designed for students majoring in business administration. May be repeated for credit when topics change. Prerequisite: BUSI 232 or 235.

BUSI 410, 420, 430. Independent Study (X:X:X)

Independent study by students majoring in business. Departmental approval required.

BUSI 419, 429, 439. Internship (X:X:X)

Designed to provide business majors with an opportunity to apply their classroom knowledge in a real business or firm and to gain hands-on experience in their major. No more than three hours may be counted toward the major. Department approval required.

BUSI 431. Investments (3:3:0)

A study of the environment and tools of investment. Emphasis on securities markets; fixed-income securities, common stock, and derivatives; portfolio construction; investment management and tax considerations. Reports and presentations on current periodical research and participation in a portfolio management exercise are required. Prerequisite: BUSI 377.

BUSI 432. Operations Management (3:3:0)

Management of the operations function of both manufacturing and service organizations: how to make decisions about product, processes, location, layout, inventory control, supply chains, maintenance, human factors, quality management, and scheduling. Attention is also given to providing a basic understanding of analytical techniques that aid in operating decisions. Prerequisites: BUSI 373 and 338.

BUSI 471. Business Strategy (3:3:0)

A case study course in strategy formulation and policy implementation that integrates accounting, economics, financial, marketing, and personnel policies for sound corporate decisions. Identifying and solving policy problems through analysis of company operations. Designed as a capstone course. Prerequisite: senior standing and BUSI 337, 338, 373, 376, and 377. Note: This capstone course may not be transferred in from another institution.

BUSI 472. Human Resource Management (3:3:0)

A study of the human resource function as it applies to organizational effectiveness, employment planning, recruitment, selection, placement, compensation, training and development, performance appraisal, labor relations, and safety. Prerequisite: BUSI 373.

BUSI 474. Marketing Research (3:3:0)

Study of the sources and applications of information necessary for the solution of marketing problems. A managerial approach is taken by stressing informational requirements of marketing managers, the decision-making process, and the uses of research in marketing management. Prerequisite: BUSI 337 and STAT 374 or BUSI 338.

BUSI 476. Corporate Tax (3:3:0)

A study of the tax laws and regulations applicable to the formation, operation, and liquidation of corporations and pass-through entities, including partnerships, and S corporations together with the preparation of federal tax returns for such entities. Prerequisite: BUSI 336.

BUSI 477. International Business and Multinational Operations (3:3:0)

A study of the dimensions of business operations and policies particular to international business and global competition. Students will analyze the problems and perspectives of conducting business across national boundaries and within a multinational environment, and gain insights into the environmental impact of international business activities. The ability to analyze corporate decisions as they relate to international marketing is stressed. Prerequisite: BUSI 373.

BUSI 478. Auditing Principles (3:3:0)

Emphasis on the opportunities and risks of auditing including the planning, evidence gathering and risk assessment. Examine the audit standards, professional ethics and audit liability exposure. Implement and review the audit approaches and extent of testing including internal controls and substantive tests. In addition, develop an understanding of audit reporting. Prerequisite: BUSI 344 and BUSI 332.

BUSI 479. Advanced Accounting (3:3:0)

Formation, dissolution and liquidation of partnerships; international accounting; business combinations; consolidated statements; segments; interim reports; reporting for the SEC; statement of affairs; and statement of liquidation. Prerequisite: BUSI 343 and BUSI 344 with a grade of "C" or better.

BUSI 480. Accounting for Government and Not-for-Profit Organizations (3:3:0)

A study of accounting, budgeting, fiscal procedures and financial records of governmental funds, colleges and universities, health care entities, and private not-for-profit organizations. Offered fall of odd years. Prerequisite: BUSI 344 with a grade of "C" or better.

BUSI 481 Accounting Theory and Research (3:3:0)

A study of accounting pronouncements and current issues in financial accounting, including Statements of Financial Accounting Standards, Statements of Financial Accounting Concepts, and International Financial Reporting Standards. Emphasis on research and analysis of accounting standards and written communications, including the preparation of a major research paper integrating multiple sources of accounting information. This course is writing intensive. Prerequisite: BUSI 343 and BUSI 344 with a grade of "C" or better.

BUSI 482. CPA Review (3:3:0)

The review and study of concepts and applications in areas of financial accounting and reporting, auditing and attestation, regulation, and business environment and concepts. Prerequisite: 30 hours of accounting and instructor approval.

BUSI 484. Advanced Corporate Finance (3:3:0)

A study of the theories and methods used to determine the market value of firms through risk-based discounting of expected future cash flows; covers both projection of free cash flows to investors as well as selection of discount rates based on anticipated risk; international risk management also considered. Prerequisite: BUSI 377.

BUSI 485. Fraud Examination (3:3:0)

Develop advanced auditing skills and abilities to understand the ways occupational fraud and abuse occur. Develop the skills to evaluate evidence and determine the validity and accuracy of the evidence. Enhance analytical skills used by auditors and investigators in evaluating the financial statements to insure that the data presented appears reasonable. Offered fall of even years. Prerequisite: BUSI 232 or 235.

BUSI 486E. Business Ethics (3:3:0)

The study of ethical theory and its application to business decisions, ethical issues in marketing, finance, management, and accounting, codes of ethical conduct and ethical decision making. Prerequisite: BUSI 232 or 235.

BUSI 487. Tax Research (3:3:0)

Tax research methods using an on-line research database, preparation of reports summarizing research results, advanced tax topics including taxation of international activities and estate and gift taxation. Prerequisite: BUSI 476.

BUSI 488. Financial Statement Analysis (3:3:0)

Review and analysis of financial position and results of operation utilizing corporate annual reports and Forms 10K, including analysis of liquidity, operating efficiency, profitability, and solvency. Prerequisite: BUSI 344.

BUSI 490. International Marketing (3:3:0)

An introduction to the important factors to be considered when marketing a product or service globally. Special emphasis will be placed on cross-cultural issues. Students will learn how to conduct a country analysis and to develop a marketing strategy based on this analysis. Prerequisite: BUSI 337.

BUSI 491 Applications of Business Strategy

An examination of the managerial and strategic dimensions of decision making in various application contexts. This course serves as the capstone for a minor in business and requires a major project in the student's major field of study. Prerequisites: ECON 237, BUSI 235, 337, 373, & 374.

BUSINESS OF THE ARTS

The business of the arts minor is designed for visual, theatre and music artists who are considering careers as directors or managers of nonprofit companies. These courses will familiarize students with the business components unique to nonprofits, and will provide them with the foundation necessary to work with organizations such as art galleries, theatres, museums, cultural arts centers, the music industry, or music academies.

Minor in the Business of the Arts: 18 hours, including ECON 237, BUSI 235, BUSI 337, BUSI 373, BUSI 374, BUSI 491.

BUSINESS METHODS FOR HISTORIANS

The minor in business methods for historians is designed for history students who are considering careers in public history or who want to apply historical skills in other careers. These courses will familiarize students with the business components unique to public institutions and nonprofits, and will work with organizations such as museums, art galleries or cultural centers.

Minor in the Business Methods for Historians: 18 hours, including ECON 237, BUSI 235, BUSI 337, BUSI 373, BUSI 374, BUSI 491 also includes a project in student's area of interest.

BUSINESS OF SCIENCE

The business of science minor is designed for science students who are considering a career as a scientist, professor, or medical practitioner. Upon successful completion of the minor, the student will understand the fundamentals and cultures of both business and science, understand how successful science

depends on application of business principles, and will be able to communicate effectively across discipline lines.

Minor in Business of Science: 18 semester hours: ECON 237, BUSI 235, 337, 373, 374, 491. In addition, students must complete 16 hours of major-level coursework from one of the following disciplines: biology, chemistry or physics.

BUSI 491 Applications of Business Strategy

An examination of the managerial and strategic dimensions of decision making in various application contexts. This course serves as the capstone for a minor in business and requires a major project in the student's major field of study. Prerequisites: ECON 237, BUSI 235, 337, 373, & 374.

CHEMISTRY

The mission of the department of chemistry is to educate students in the fundamentals of the science of chemistry and to produce scientifically curious and literate graduates who understand the role science plays in the modern world. Chemistry is often called the “central science” because it relates to so many areas of human interest and curiosity. These areas ultimately become intertwined with those of other disciplines, including physics, biology, medicine and many others. The goals of the department are the following:

- To prepare students who desire to enter professional work in chemistry at the bachelor's level or who wish to pursue postgraduate work for advanced degrees in chemistry.
- To provide the requisite education in chemistry for other professional areas such as preparations for medical school, dental school, other health-related fields, engineering, etc.
- To provide a general education in chemistry for students majoring in areas other than the natural sciences.

Major in chemistry (B.A. degree): 33 semester hours, including CHEM 179, 143, 248-249, 341, 342, 411, 412; and eight hours chosen from the following: CHEM 335, 337, 344-345, 379, 414, 432, 435, 436, 437, 471.

Supporting courses (B.A. degree): 25 semester hours, including eight hours of physics, MATH 241; and 13 hours (9 hours 200-level or above, not to include MATH 375-376) from the natural sciences or mathematics.

Major in chemistry (B.S. degree): 45 semester hours, including CHEM 179, 143, 248-249, 337, 341, 342, 344-345, 411, 412, 432; three hours from CHEM 437, 435, or 471; and three hours chosen from: CHEM 335, 379, 410, 420, 430, 414, 436, 437, or 471.

Supporting courses (B.S. degree): 28 semester hours, including eight hours of physics; MATH 241-42; and 12 semester hours (9 hours 200-level or above, not to include MATH 375-376) from mathematics, physics, computer science, STAT 374 or BIOL 341, BIOL 414, BIOL 431, BIOL 432 or BIOL 444.

Minor in chemistry: *Option one:* 19-20 semester hours, including CHEM 143, 144 or 341, 248-249, and one course from CHEM 337, 342, 344, or 432.

Option two: 19-20 semester hours, including CHEM 143, 144 and three courses from CHEM 341, 342, 344, or 432.

The Chemistry Department also strongly supports the Business of Science minor; see page 36 for details.

CHEMISTRY

CHEM 113. Introductory Laboratory Chemistry (1:0:3)

This course may be taken in conjunction with CHEM 133 for those students who desire a laboratory science course. The course may not be taken without CHEM 133. This laboratory will introduce the student to scientific measurements, physical and chemical changes, and techniques involved in inorganic, organic, and biochemistry.

CHEM 133. Introductory Chemistry (3:3:0)

This course includes a general introduction to inorganic, organic, and nuclear chemistry including inorganic problem solving. Does not count towards the chemistry major. Students needing four hours credit or laboratory credit should also enroll in CHEM 113.

CHEM 143. General Chemistry I (4:3:3)

An introduction to the general concepts of chemistry designed for the physical and life science major. Topics will include valency, chemical structure and bonding; the periodic table; reactions and stoichiometry; states of matter; thermochemistry, and chemical solutions. Prerequisite: CHEM 179 or a passing score on the placement examination.

CHEM 144. General Chemistry II

An introduction to organic and biological chemistry. Acid-base chemistry and chemical equilibrium will also be covered. Suitable for the science major and the allied health student. Prerequisite: CHEM 143. Credit for CHEM 144 shall no longer be given to students who successfully complete CHEM 248 and 341.

CHEM 179. Problem Solving in Chemistry (3:3:0)

This course will examine a variety of methods and approaches to solving problems in a range of topics in chemistry and related disciplines.

CHEM 219, 229, 239, 419, 429, 439. Internship In Chemistry/Allied Health Sciences (X:X:X)

Opportunities in specialty fields are designed to familiarize the student with the challenges, opportunities and demands inherent in specific vocational areas. Maximum credit allowable, three semester hours.

CHEM 210, 220, 230, 310, 320, 330. Directed Study (X:X:X)

An individualized course generally under the direction of a chemistry faculty member. The topic is chosen by the student and approved by the faculty member and department chairperson.

CHEM 248-249. Organic Chemistry (4:3:4.5 each)

An introduction to the concepts of organic chemistry including organic functional groups, reactions, synthesis, and mechanisms. Each course may be taken without the laboratory for three semester hours credit with the consent of the instructor. Prerequisite: CHEM 143.

CHEM 335. Quantum Mechanics (3:3:0)

An introduction to theory and methods of quantum mechanics. Topics include the physical basis of quantum mechanics, its fundamental postulates, and applications in chemistry and physics. (Also offered as PHYS 335). Prerequisite: MATH 242.

CHEM 337. Intermediate Organic Chemistry (3:3:0)

An intensive study of advanced organic chemistry including molecular orbital theory, computational chemistry, organic mechanisms, and reactivity. Prerequisite: CHEM 249.

CHEM 341. Analytical Chemistry (4:3:4)

A study of chemical equilibria including acid/base and oxidation reduction chemistry and electrochemistry including biochemical systems. An introduction to spectroscopy is also covered. The laboratory covers volumetric, potentiometric, and spectroscopic methods. Prerequisite: CHEM 143.

CHEM 342. Instrumental Techniques (4:3:4)

A study of the theory and application of modern instrumental techniques of chemical analysis. The laboratory work will illustrate the use of these instruments in modern chemistry. Prerequisite: CHEM 341, (CHEM 248-249, 344 advisable.)

CHEM 344-345. Physical Chemistry (4:3:4 each)

A mathematical approach to the theories and laws of chemistry as applied to gases, liquids, solids, and solutions, including quantum theory, thermodynamics, chemical and physical equilibria, chemical kinetics, electrochemistry, colloids, etc. Prerequisite: CHEM 341, MATH 241, PHYS 141 or 240.

CHEM 379. Special Topic (3:3:0)

A course for advanced students in chemistry and physics covering such areas as theoretical chemistry, electronics, quantum mechanics, and thermodynamics. Offered only upon sufficient demand and availability of staff. Prerequisite: 12 semester hours of chemistry and MATH 241.

CHEM 410, 420, 430. Independent Study (X:X:X)

Specialized individual work and seminars not covered by regular courses for advanced students who have shown themselves capable of independent study. Consult advisor before registering. Prerequisite: 16 hours of chemistry.

CHEM 411. Senior Seminar I (1:X:0)

Choice of seminar topic and research methods, culminating with the writing of a research paper and an oral presentation. In addition seminars from professional chemists will be heard and analyzed.

CHEM 412. Senior Seminar II (1:X:0)

Guidelines for an effective chemistry seminar, culminating in the presentation of a seminar and submission of a written research paper. In addition, seminars from professional chemists will be heard and analyzed. Prerequisite: CHEM 411.

CHEM 414. Physiology/Biochemistry Laboratory (1:0:3)

Prerequisite: CHEM 248 (Also offered as BIOL 414.)

CHEM 435. Chemometrics (3:0:0)

An introduction to the statistical analysis and modeling of large chemical data sets and the development of statistically designed experiments.

CHEM 431. Spectroscopy (3:3:0)

Rigorous introduction to the theory and applications of ultraviolet, infrared, mass,

nuclear magnetic resonance, and Raman spectroscopy. Prerequisite: CHEM 249. Corequisite: CHEM 345.

CHEM 432. Advanced Inorganic Chemistry (3:3:0)

Modern concepts of the structure of matter, nature of the chemical bond, complex ions theories of acids and bases, and periodic properties of the elements are studied. Prerequisite: 16 hours of chemistry.

CHEM 436. Chemical Bonding (3:3:0)

Introduction to molecular orbital theory and chemical applications of group theory. Prerequisite: CHEM 249 and 344.

CHEM 437. Biochemistry (3:3:0)

An introduction to the chemistry of carbohydrates, proteins, and lipids. Enzyme and metabolism reactions will also be introduced. (Also offered as BIOL 437.) Prerequisite: CHEM 248.

CHEM 471. Polymer Chemistry (3:3:0)

Fundamental concepts of polymer chemistry, including mechanisms for synthesis, kinetics, and copolymerization; molecular weight, stereoisomerism, morphology, solubility, and thermal transitions; viscoelasticity and rubber elasticity; and the molecular basis for physical properties. Prerequisite: CHEM 249 and 344.

CLASSICAL STUDIES

The following courses are offered by the Department of English and Communication Studies as options for the humanities dimension requirements for any degree at Texas Lutheran University. Students should refer to the Academic Program general requirements by dimension in this catalog.

CLASSICAL STUDIES

CLAS 231. Ancient Greece and Rome (3:3:0)

The major literary offerings of Greece and Rome will be studied and compared within a context of the historical, institutional, and intellectual developments of these two cultures.

CLAS 233. The Mythological Hero (3:3:0)

Literary selections from various cultural matrices provide the primary reading resources for this course. The course seeks to identify similarities and differences between the heroic exemplars of various cultures and their legacies in contemporary cultural settings.

COMMUNICATION STUDIES

Mission Statement: The communication studies major introduces students to the process of communicating, including the symbolic and informational nature of messages themselves and the cultural and experiential process by which people learn to share meaning in the communicative situation. The major encourages students to learn to think critically about communication in a variety of organizational, group, interpersonal and mediated contexts through coursework designed to move them toward practical engagement with real-world problems

of culture, identity, conflict and technological change. All courses involve some element of public speaking and small group communication experience.

Goals: The communication studies major teaches students the oral, written and visual communication skills employers desire while emphasizing argument, theory, research and collaborative work. The major teaches students a variety of theories of communication and insists that the students be able to apply those theories to the analysis and practice of everyday communication situations from the family to the international arena, from the Internet to the silver screen and from the corporation to the classroom. A communication studies major will be able to not only understand, but also to skillfully adapt to these diverse communication environments.

Career opportunities: Students planning to enter the following fields may wish to consider a major in communication studies: management, law, journalism, the web, counseling, international business, media production, teaching, politics, advertising, public relations, film and mediation. Students who decide to pursue graduate study will be well prepared to enter programs in communication, cultural studies, law, business, film, the humanities and most social sciences, including anthropology, sociology, folklore, psychology, and mass communication.

Major in Communication Studies (Cultural Studies concentration): 30 semester hours, including COMM 271, 273, 274, 336, 373 or 377, 374, 375 or 332 or 376, 434, 479, 439 or another 3 hours of 479.

Supporting courses: 15 semester hours, including 3 hours of any 200-level literature course; ENGL 335, 339, or 371; 3 hours of any other 300- or 400-level ENGL course; SPAN 132 and 231, or the equivalent in another language.

Major in Communication Studies (Journalism concentration): 30 semester hours, including COMM 235, 3 units of 235L, 236 or 271, 273 or 274, 335, 375 or 332, 374, 434, 439, 479. Students may substitute the Washington Semester (COMM 440, 441, 442, 449) for COMM 335, 434, 439 and 479.

Supporting courses: 15 semester hours, including 3 hours of any 200-level literature course; ENGL 335, 339, or 371; 3 hours of any other 300- or 400-level ENGL course; SPAN 132 and 231, or the equivalent in another language.

Minor in Communication Studies: 18 semester hours, including at least 9 hours of upper division COMM courses.

COMMUNICATION

COMM 235. Introduction to Journalism

Introduction to news judgment, reporting and writing. Includes basic interviewing skills and introduction to photography for reporters. Special attention is paid to the style of writing that is used in news media and public relations. Prerequisite: COMP 132.

COMM 235L: Journalism Practicum

A laboratory course which provides students with practical experience working on the student newspaper. Prerequisite: COMM 235 (or concurrent registration)

COMM 236: Public Relations (3:3:0)

An introduction to theories of public relations, with specific emphasis on various real-world contexts and problem-solving techniques. Theories of social influence and persuasion, campaign, design, ethics, and law are also covered.

COMM 271: Ethnography

An introduction to qualitative communication and cultural research and the interpretive, critical and performative paradigms. Includes work on participant observation, fieldnotes, interviewing, journaling, personal narrative, data analysis, personal narrative and autoethnography.

COMM 273. Media and Popular Culture (3:3:0)

An introduction to the critical analysis of popular culture from the cultural studies and rhetorical perspectives. Textual analysis skills will be supplemented with a focus on institutional and audience analysis.

COMM 274: Rhetoric

An introduction to the history and breadth of rhetorical criticism. Includes work on theories of argument, form, genre, style and narrative.

COMM 309/319. Mock Trial (1:1:X)

Classroom instruction on history and theory of debate and forensics. Required in order to participate in the TLU Mock Trial program. (Also listed as POLS 319).

COMM 332: Leadership for Social Change

This course takes an experiential approach to analyze how people become and act as agents of change. Service learning takes place within the context of exploration of the development of leadership theory. Topics of analysis include citizenship, communication, conflict, ethics, motivation, power, and team building.

COMM 335: Advanced Journalism

Development of specialized news writing and reporting, including investigative reporting, computer assisted reporting, advanced interviewing, feature and specialty writing, Prerequisite: COMM 235

COMM 336: Applied Communication

A practice-based investigation of questions of communication and leadership in real world settings, including the online, corporate, civic and social movement environments. Issues of conflict, culture and power will receive specific emphasis.

COMM 373. Film Studies (3:3:0)

An introduction to film, with emphasis on film theory, criticism and history, and on the technical aspects of filmmaking.

COMM 374. Professional Speaking (3:3:0)

A pragmatic approach to public speaking, emphasizing the skills necessary to adapt to diverse audiences in a variety of professional settings. Both persuasive and informative speaking are emphasized, as are research-based argument construction and collaborative projects.

COMM 375: Communication Ethics: Media & Law

An exploration of First Amendment doctrines and issues of free expression, applications of the law to the work of communication professionals, and the ethical and political issues facing professional communicators.

COMM 376: Communication Ethics: Social Practice

An intensive, case study-based exploration of best practices in interpersonal, group, institutional and public settings as well as in cultural research practices. Theories of ethics will be introduced and critically investigated.

COMM 377: Gender

An exploration of gender as a socially constructed communicative phenomenon materially embodied through practice. Critical, postmodern, performative and queer theories will be applied toward questions of subjectivity, agency and the social field.

COMM 434. Senior Thesis (3:3:0)

An advanced study of different kinds of research traditions in communication studies. Students work toward creation of a thesis project advised by a member of the English and communication studies department faculty. Results of this research will be presented to the full faculty. Prerequisite: ENGL 371.

COMM 439. Internship (3:X:X)

Students work with an advisor in the department of English and communication studies to design and organize the internship prior to enrolling in the course. Students are placed in positions both on and off campus.

COMM 440. Washington Semester Research (4:0:0)

Supervised, individual research in Washington, D.C. designed in consultation with Texas Lutheran and American University. Required as part of the Washington semester program.

COMM 441. Washington Semester Seminar in Journalism (4:2:2)

An intense study of gathering, writing, and presenting the news. The course includes seminar meetings with reporters, news executives, news sources, and informed observers of news in Washington, D.C. The seminar provides a thorough background in the practices, problems, and promises of the profession. Students will learn the workings of large and small newspaper, and broadcast news bureaus. Prerequisite: Junior standing and approval of Texas Lutheran's Washington Semester Committee.

COMM 442. Washington Semester Seminar in Journalism II (4:2:2)

A continuation of COMM 441.

COMM 449. Washington Semester Internship in Journalism (4:0:8)

This course helps the student gain accurate insight into journalism through "real world" experience. Participation is required in the daily operation of news and public affairs organizations. Internships are available at newspapers, newspaper bureaus, newsletters and bureaus for other publications, broadcast stations, and broadcast news bureaus. Academic requirements and office supervisor's evaluation determine final grading credit.

COMM 479. Special Topics (3:3:0)

A seminar devoted to exploring a range of topics within the diverse field of communication studies. Representative courses include: Visual Culture, Environmental Communication, Hate, The Rhetoric of Social Protest, Zombies, Writing About Food, Film Noir, Family Communication, The Comic Book, and Critical Pedagogy. May be taken multiple times for credit.

COMPUTER SCIENCE

The mission of the computer science program is to provide quality undergraduate education for TLU students. Because of the central place of computer applications in American life, every student, regardless of the chosen major, will be better prepared for life by taking courses from this program.

Students majoring in computer science earn a B.A. or B.S. degree and are prepared for further study in graduate school or to take an entry-level position in business or industry. Requirements for the B.S. degree in information systems are described later in this catalog. (See “Information Systems” in this section.) A student majoring in Information Systems cannot receive a minor in Computer Science.

Major in Computer Science (B.S. Degree): 36 semester hours including CSCI 238, 239, 332, 335, 337, 434, and 437, 15 additional hours in Computer Science (12 hours upper division).

Major in Computer Science (B.A. Degree): 27 semester hours including CSCI 238, 239, 332, 335, 337, 434, and 437, 6 additional hours in Computer Science (3 upper division).

Supporting courses for both B.S. and B.A.: MATH 241, MATH 233, one additional math course above MATH 241, STAT 374, STAT 375, COMM 374, plus 6 hours determined by the Computer Science faculty.

Minor in Computer Science: 18 hours including CSCI 238, CSCI 239, 12 additional hours in Computer Science (9 upper division).

COMPUTER SCIENCE

CSCI 136. Introduction to C Programming (3:3:0)

A basic introduction to computer programming in the C language. This course may not count toward the major or minor in computer science or the major in information systems.

CSCI 238. Object-Oriented Programming (3:3:0)

An introduction to computer programming in Python including language syntax, control mechanisms, classes and objects, file input and output, and lists. This is a first course for computer science majors. Prerequisite: MATH 133 or consent of instructor.

CSCI 239. Object-Oriented Design and Methodology (3:3:0)

As a sequel to CSCI 238, this course continues the study of programming with a strong emphasis on object-oriented design. This course will use the Java language, and topics will include class development, arrays, inheritance, exception handling, file I/O, Swing graphics, recursion, and simple data structures. Prerequisite: CSCI 238.

CSCI 270. Introduction to Computer Science (3:3:0)

A survey course of the various areas of computer science. Topics will include representation of numbers and data, computer organization, basic programming concepts, operating systems, applications, and communication. This is a first course for computer science majors.

CSCI 332. Computer Networks (3:3:0)

A survey course of computer networking with an emphasis on understanding the protocols that make the Internet work. Protocols covered will include TCP, IP, UDP, HTTP, FTP, DNS, DHCP, ICMP, Ethernet, and IEEE 802.11 (wireless). Prerequisite: CSCI 238.

CSCI 334. Database Design (3:3:0)

This course provides a comprehensive foundation of relational database management systems, including the application of data normalization to create effective, reliable, and flexible databases. The course explores database administration and querying using Structured Query Language (SQL) to join, retrieve, update, and manipulate data. Other topics include relationships among entities, E-R diagrams, XML, and data mining. Prerequisite: CSCI 238.

CSCI 335. Computer Architecture and Operating Systems (3:3:0)

Covers fundamental topics in computer organization such as data representation, CPU organization, assembly language, instruction sets, the memory hierarchy, and storage systems. This course also covers basic topics in operating systems such as memory management, processor management, and process management. Prerequisite: CSCI 238.

CSCI 337. Data Structures and Algorithms (3:3:0)

The first part of the course covers data structures such as sets, stacks, queues, linked lists, trees, and graphs with an emphasis on algorithms. The last part of the course covers other key algorithms in computer science. Prerequisite: CSCI 239.

CSCI 338. Numerical Methods (3:3:0)

Numerical techniques for solving mathematical models of scientific problems. Topics include the numerical solution of equations, error analysis, numerical differentiation and integration, interpolation and approximations, numerical solution of systems of equations. (Also offered as MATH 338) Prerequisite: MATH 242.

CSCI 339. Unix Programming (3:3:0)

Explores the commands of the Unix operating system with an emphasis on writing various scripts and programs using tools such as grep, awk, sed, the Bourne shell, Perl, and C. Prerequisite: CSCI 136 or CSCI 238.

CSCI 371. Web Programming and Applications (3:3:0)

Surveys current technologies in web programming and applications. Prerequisite: CSCI 238.

CSCI 372. Computer Graphics (3:3:0)

Surveys fundamental topics in computer graphics. Prerequisite: CSCI 239.

CSCI 381. Digital Electronics (3:3:0)

This course provides practical experience in using discrete components for Boolean, arithmetic, and counting functions in a digital computation. The course begins with number representations and individual gate circuits and then progresses to integrated circuits at the medium scale of integration. The course covers both combinational and sequential circuits. (Also offered as PHYS 381 or ENGR 381.) Prerequisite: MATH 241 or MATH 136.

CSCI 434. Software Development and Professional Practice (3:3:0)

This course combines a range of topics integral to the design, implementation, and testing of a medium-scale software system. Students will gain practical experience

through the completion of a significant group project. This course includes material on professional responsibilities. Prerequisite: CSCI 337.

CSCI 436. Computer and Network Security (3:3:0)

Surveys fundamental topics in computer and network security including basic security principles, cryptography, public key infrastructure (PKI), remote access, wireless communication, firewalls, intrusion detection systems, hardening systems, forms of attack, and software vulnerabilities. Prerequisite: CSCI 332.

CSCI 437. Senior Seminar and Research Project (3:3:0)

A course partially devoted to readings from both historical and current topics in computer science. The readings phase may include student presentations on assigned readings. This will be followed by the performance and completion of an individual research project in computer science, including a written report and oral presentation of the results. Required of all computer science and information systems majors and must be taken during the senior year of study. Prerequisite: Senior standing.

†Prerequisite: Either MATH 241 (Calculus I) or MATH 136 (Calculus for Business, Economics, and Social Sciences) is a prerequisite for all upper division computer science courses.

CRIMINAL JUSTICE

The purpose of the criminal justice minor is to provide an appropriate foundation for students seeking employment in fields related to criminal justice such as law enforcement, corrections and probation. This interdisciplinary minor draws on philosophy, political science, and sociology to develop the knowledge, values, and ethical consciousness required for entry-level criminal justice jobs. Students are introduced to issues such as family violence, juvenile delinquency, crime measurement and causation, methods of crime control in a democratic society as well as the courts, police, and corrections institutions.

Minor in Criminal Justice: 18 semester hours, including CRCJ 231, plus nine hours selected from CRCJ 331, 332, 375 and SOCI 374, plus six additional hours in criminal justice or sociology.

CRIMINAL JUSTICE

CRCJ 231. Introduction to Criminal Justice (3:3:0)

An overview of the criminal justice system designed to introduce students to the history, organizational components, and philosophy of the criminal justice system and the interrelationship of its subsystems, punishment and its alternatives, the court system, prosecution and its corrections. (Also offered as SOCI 231A.)

CRCJ 331. Criminal Law and Procedure (3:3:0)

An introduction to criminal law, both substantive and procedural, at the federal and state levels. Prerequisite: CRCJ 231 or SOCI 231A.

CRCJ 332. Principles of Criminal Law (3:3:0)

A study of the nature of substantive criminal law: philosophy and historical developments, major definitions and concepts, classification of crimes, elements of

crimes and penalties using Texas statutes as illustrations, and justifications of and defenses to criminal responsibility. Prerequisite: CRCJ 231 or SOCI 375.

CRCJ 375 Juvenile Justice (3:3:0)

Examines the juvenile justice system as a distinct part of the criminal justice system from perspectives of history, criminal law, family law, developmental psychology, deviance theory, crime prevention, and diversion of juvenile offenders. Prerequisite: CRCJ 231 or SOCI 231A. (Also offered as SOCI 375.)

CRCJ 379. Special Topics (3:3:0)

Designed to address special interests of advanced students, to provide extended examination of particular issues introduced by other departments or programs, or to test the integrity of innovations in criminal justice. May be repeated for credit when topics are changed. Prerequisite: Department approval.

CRCJ 419, 429, 439. Internship in Criminal Justice (X:X:X)

Designed to provide criminal justice minors opportunities to work in government agencies, social service agencies, and other areas of the criminal justice system. Prerequisite: permission of instructor.

CRCJ 440. Washington Semester Research Project in Criminal Justice (4:0:0)

Supervised, individual research in Washington, D.C. designed in consultation between Texas Lutheran and American University to take advantage of the resources of the Washington area through personal interviews, participant observation, etc. Required as part of the Washington Semester Program.

CRCJ 441. Washington Semester in Criminal Justice I (4:2:2)

Meetings with politicians, government officials, lobbyists, reporters, etc. Course includes lectures and discussions. Sited in Washington, D.C. at American University. Prerequisite: POLS 231, junior standing, and approval of the Washington Semester Committee.

CRCJ 442. Washington Semester in Criminal Justice II (4:2:2)

Continuation of CRCJ 441.

CRCJ 449. Washington Semester Internship in Criminal Justice (4:0:8)

Under American University academic supervision, students intern in offices such as the FBI, the Washington, D.C. Police Department, or a law firm, to gain first-hand experience and insights. Academic requirements and office supervisor's evaluation determine final granting of credit. Part of the Washington Semester Program.

DRAMATIC MEDIA

Dramatic Media is storytelling by way of the stage or screen, through the fusion and study of text, performance, design, and technology.

Major in Dramatic Media: 32 hours, including DRAM 111 (x2), 132, 236, 237, 334, 436; nine hours from DRAM 231, 232, 233, or 238; and six hours from DRAM 331, 332, 333, 335, 337, or 338

Supporting Courses: 6 hours from Art, Music, ENGL 438 (Drama), COMM 373, or COMM 479 (Film Studies), to be chosen in consultation with an academic advisor in Dramatic Media.

Minor in Dramatic Media: 18 hours, including DRAM 132; nine hours from DRAM 231, 232, 233, 237, or 238; and six hours from DRAM 331, 332, 333, 335, 337, or 338

DRAMATIC MEDIA**DRAM 101/111. Dramatic Media Ensemble (1:0:1):**

A course enabling participants in the production of dramatic media performance to receive academic credit for their contributions. The student will gain hands-on experience in several of the various participation areas of production. May be repeated for up to four hours of credit.

DRAM 102/112. Dramatic Skills Laboratory (1:0:1):

Instruction developing the integration of vocal, physical, and mental capabilities for the craft. One session per week. Instructor or departmental approval required. May be repeated for up to four hours of credit. Credit/no credit grading.

DRAM 132. Introduction to Dramatic Media (3:3:0):

A basic course designed to acquaint the student with the various elements of dramatic media, including text, performance, design, technology, literature and historical context.

DRAM 231. Scriptwriting Fundamentals (3:3:0):

A foundational course in writing for dramatic media, including the stage and screen, with special emphasis on the elements of storytelling, structure, and format. Students will showcase their developing skills with specific “short” projects in a variety of performance contexts, including student productions.

DRAM 232. Design Fundamentals (3:3:0):

A foundational course in design for dramatic media, including the stage and screen, with special emphasis on appropriate tools, media, and application. Students will apply their developing skills through direct study of, and contribution to, faculty-designed productions.

DRAM 233. Technology Fundamentals (3:3:0):

A foundational course in technology for dramatic media, including the stage and screen, with special emphasis on appropriate tools, applications, and safety. Students will apply their developing skills through direct study of, and contribution to, faculty-designed productions.

DRAM 236. Content and Company (3:3:0):

A course exploring the creation of content and the dynamics of production companies. Students will study the creative process in dramatic media, from germination to completion, with special emphasis on strategies for cultivating personal and collective productivity. Attention to career planning and market forces will provide further context.

DRAM 237. Digital Applications Fundamentals (3:3:0):

A foundational course in digital media applications for dramatic media, with special emphasis on scripting, pre-visualization, audio-visual production, post-production, archival and distribution. Students will apply their developing media skills to original short projects.

DRAM 238. Acting Fundamentals (3:3:0):

A foundational course in performance for dramatic media, with special emphasis on relaxation, character analysis, and basic systems of acting. Students will showcase their developing skills in a variety of performance contexts, including student productions.

DRAM 331. Scriptwriting Seminar (3:3:0):

An advanced exploration of writing for dramatic media, including the stage and screen,

building upon skills previously learned. Students will showcase their advanced skills with specific “full-length” projects in a variety of performance contexts. Finished work will provide material for potential student productions, allowing student writers to work with directors, actors, designers, and technicians. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 231.

DRAM 332. Design Seminar (3:3:0):

An advanced exploration of design for dramatic media, including the stage and screen, building upon skills previously learned. Special focus will rotate, allowing for intense study of various genres, styles, and media. Students will showcase their advanced skills by providing design support for student productions, allowing student designers to work with writers, directors, actors, and technicians. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 232.

DRAM 333. Technology Seminar (3:3:0):

An advanced exploration of technology for dramatic media, including the stage and screen, building upon skills previously learned. Students will showcase their advanced skills by providing technology support for student productions, allowing student technicians to work with writers, directors, actors, and designers. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 233.

DRAM 334. Texts and Context (3:3:0):

An advanced survey of the literature and history of dramatic media, including stage and screen. Students will read and react to a variety of texts, informed by historical perspective, helping them to contextualize their developing skills within the broader scope of dramatic media. Prerequisite: DRAM 132

DRAM 335. Directing Seminar (3:3:0):

An advanced exploration of directing for dramatic media, including the stage and screen. This course will integrate skills previously learned in performance, design, and technology. Students will showcase their developing skills in directing with specific “short” projects in a variety of performance contexts, including student productions, allowing student directors to work with writers, actors, designers, and technicians. Directing Seminar may be repeated once. Prerequisites: 9 hours from DRAM 231, 232, 233, 237, or 238; 3 hours from DRAM 331, 332, 333, 334, 337, or 338.

DRAM 337. Digital Applications Seminar (3:3:0):

An advanced exploration of digital media applications for dramatic media, with special emphasis on modeling, compositing, motion graphics, audio-visual production, postproduction, archival and distribution. Students will apply their media skills to original projects, or in support of current production. Prerequisite: DRAM 237.

DRAM 338. Acting Seminar (3:3:0):

An advanced exploration of acting techniques and applications for dramatic media. Special focus will rotate, in conjunction with faculty productions, allowing for intense study of various genres and styles. For example, during production of a Shakespearean play, the seminar would emphasize period style acting for Shakespeare. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 238.

DRAM 379. Special Topics (3:3:0):

An in-depth analysis of a selected topic in dramatic media, to be announced at the time of scheduling the course. May be repeated for credit when topics are changed.

DRAM 410, 420, 430. Independent Study (X:0:0):

Specialized individual research, performance, or projects for students capable of independent work in special areas of dramatic media. Prerequisite: 12 hours in Dramatic Media.

DRAM 419, 429, 439. Internships (X:0:0):

A program of part-time and/or full-time experience related to the student's area of interest in dramatic media. One such example might involve working with a professional theatre company. Prerequisite: 12 hours in Dramatic Media.

DRAM 436. Capstone Project (3:3:0):

An advanced project intended to serve as the culmination of work done in dramatic media. Students, in consultation with the faculty, will be assigned a final project to be completed in the senior year. This project will showcase a student's specialized skills in writing, performance, design, or technology, through direct exhibition in the current season. Prerequisite: Senior standing and permission of faculty.

ECONOMICS

Major in economics: 27 semester hours, including ECON 237, 374, 375, 431, 430 or 439, and 12 additional upper division hours. ECON 430 and 439 requirement will be waived if a student participates in the Washington Semester program.

Supporting courses for economics major: 24 semester hours, including MATH 136 or 241, STAT 374-375, six hours of upper division political science, and nine hours from: business administration, philosophy, modern languages, INTR 231, mathematics beyond 241, and the social sciences.

Major in business administration (economics specialization): Students interested in receiving a B.B.A. degree in business administration (economics specialization) should see "Business Administration" in this section of the catalog for details.

Minor in economics: 18 hours, including ECON 237, 374, 375, 431, plus six additional hours of economics at the 300 or 400 level.

ECONOMICS

ECON 233. Economics of Personal Finance (3:3:0)

Practical concepts and applications for managing personal finances including financial planning and record keeping, budgeting, banking and credit, personal taxes, major expenditures, savings, insurance, investments and estate planning. (May not be used by business majors to fulfill three hours of BUSI/ECON/CSCI elective.)

ECON 237. Principles of Economics (3:3:0)

Analysis of fundamental concepts of micro- and macroeconomics, including: markets and market failure, government regulation, firm behavior, measurement of output and inflation, long-run growth, money and inflation, and short-run fluctuations. Prerequisite: MATH 133 or 148 with a grade of "C" or better, or MATH 136 or 241.

ECON 332. Public Finance (3:3:0)

Analysis of the economics of the public sector with emphasis on institutions and principles and problems of taxation, public expenditures and debt management. Prerequisite: ECON 237 or POLS 232.

ECON 337. Development of Economic Thought (3:3:0)

A study of the development of economics. Individual theorists and schools of thought are examined in their historical setting, emphasizing their influence upon the development of economic thought and national policies. Prerequisite: six hours of economics.

ECON 339. Growth and Development (3:3:0)

A consideration of the historical sources and effects of technological change in today's industrialized countries and of the role played by government policy, law and culture in this process. An examination of conditions in today's developing countries and of the process by which they have succeeded or failed to close the economic gap between themselves and the industrialized countries. Population growth and environmental sustainability are also examined. Prerequisite: ECON 237.

ECON 373. Money, Banking and Financial Markets (3:3:0)

Study of the U.S. monetary system with emphasis on the commercial banking system, the operation and policies of the Federal Reserve System, monetary theory, and the operation of financial markets. Prerequisite: ECON 237.

ECON 374. Intermediate Microeconomics (3:3:0)

Study of consumer and business behavior, and of markets, including: demand theory, cost theory, market types, game theory and time and uncertainty. Prerequisites: ECON 237, MATH 136 or 241.

ECON 375. Intermediate Macroeconomics (3:3:0)

Study of principal theories of income determination in both the short and long run and analysis of fiscal and monetary policy impacts on prices and output. Prerequisites: ECON 237, MATH 136 or 241.

ECON 379. Special Topic (3:3:0)

Designed for students majoring in economics or upper division students in the social sciences. May be repeated for credit when topics change. Topics include: Institutional Economics, Law and Economics, Agricultural Economics. Prerequisite: six hours of economics.

ECON 410, 420, 430. Independent Study (X:X:X)

An opportunity for students majoring in economics to pursue independent research projects. This course serves as a capstone for students who do not participate in Washington Semester. Prerequisite: 15 hours of economics and approval of instructor.

ECON 419, 429, 439. Internship (X:X:X)

Designed to provide economics majors with opportunities to work in government agencies, financial institutions, and business or research firms engaged in economic analysis or forecasting. A study component must also be agreed on. Summer internships are encouraged. No more than three hours may be counted towards the major. Must have departmental approval.

ECON 431. International Economics and Finance (3:3:0)

An introduction to the theory of international trade and finance with emphasis on contemporary applications. Commercial policy issues confronting the U.S. are considered, as are exchange rates and international capital flows. Prerequisites: ECON 374 or 375, or approval of instructor.

ECON 440. Washington Semester Economic Policy Research Project (4:0:0)

Supervised, individual research on the relationship between government and the economy. Designed in consultation between Texas Lutheran and American University advisors, focusing on the Washington location permitting personal interviews and direct methods of research. Required as part of the Washington Semester Economic Policy program and is designated as senior capstone course. Prerequisite: POLS 231 and ECON 237.

ECON 441. Washington Semester Economic Policy Seminar I (4:2:2)

Analysis of economic issues and applied economic theories through readings, papers, and, most importantly, on-site discussions with economic policy decision makers in government and from business and labor, as well as from research organizations and members of the press who write on economic issues. Prerequisite: ECON 237, and approval of Texas Lutheran's Washington Semester Committee.

ECON 442. Washington Semester Economic Policy Seminar II (4:2:2)

Continuation of ECON 441.

ECON 449. Washington Semester Economic Policy Internship (4:0:8)

Under American University supervision, students gain hands-on experience in some phase of the economic policy process, such as with a legislative or executive branch office or organization, a private or public interest group, or a research organization. Academic and office supervisors' evaluations determine grade and credit earned. Part of Washington Semester program and senior capstone course.

EDUCATION

The mission of the Department of Education, within TLU's community of faith and learning, is to prepare EC-12 educators who possess the knowledge and skills necessary to serve diverse students, families, and communities in an everchanging global society. To accomplish this mission, the Department of Education faculty will provide a learning environment that fosters caring, collaboration, creativity, technological competency, reflective thinking, ethical behavior, datadriven decision making, and lifelong learning in our candidates.

The Department is accredited by the Teacher Education Accreditation Council (TEAC). This national accreditation publicly recognizes that the Department produces graduates who are "competent, caring, and qualified professional educators". To ensure that students meet these standards and earn a baccalaureate degree, they take coursework in (1) liberal arts general education, (2) the content area(s) in which they plan to teach, and (3) educational pedagogy which includes extensive field experiences in public and private schools. The students' capstone experience is one semester of student teaching. Upon graduation and passage of the relevant Texas Examination of Educator Standards (TExES), the university recommends the students to the State Board of Educator Certification (SBEC) which issues teacher certification.

The Texas SBEC certifies teachers at four levels: Early Childhood (EC) through 6th grade (formerly EC-4th grade), grades 4-8, grades 8-12, and EC through grade 12. Students who plan to teach at the EC-6th grade level or at grades 4-8

will pursue a degree in Multidisciplinary Studies. Students who plan to teach at the secondary level will pursue a degree in the content area they plan to teach. Certifications currently offered through the Department at the EC through grade 12 are physical education and music. Students planning to teach either of these will earn their degree in the respective content area. More information on the education coursework and teacher certifications offered through the Department can be found in the education student handbook, *The Pathway to Teacher Certification at Texas Lutheran University*, see www.tlu.edu/academics_education_curriculum.

Students seeking teacher certification should meet with their advisors on a regular basis as certification information changes and new programs are being added. Any changes made by the SBEC or by the Department in response to these changes may result in revisions to coursework requirements.

Our mission is shared by many departments in the university, as students must master content in subject areas as well as content in the department of education. Students take courses in the education department to meet three major goals:

1. Content knowledge which includes curriculum, pedagogy, and contemporary educational issues.
2. Performance objectives, which require students to demonstrate effective instructional planning, delivery, and assessment skills for diverse learners.
3. Professional identity as evidenced by students' professional growth in several areas, including self-confidence, sensitivity to learners' needs and awareness of classroom effectiveness.

The sequence of professional development courses and support courses promotes these goals through classes designed to develop teacher candidates' skills and commitment to the education of children in an ever-changing, multicultural society. The Department's course curriculum challenges students to make connections among content, theory, and practice as they construct a knowledge base, become confident of their individual teaching styles through field-based experiences, and explore contemporary educational principles and practices. Many courses provide students the opportunity to apply theory in classroom practice. Extensive field experiences are required before student teaching.

The following section describes the teacher education program including required courses, procedures and conditions for admission to the program as well as to student teaching.

ADMISSION PROCEDURES TO THE TEACHER EDUCATION PROGRAM

Students must complete applications by October 1 and March 1 to be admitted to the Teacher Education Program for the following semester. Students must attend three meetings - TEACH I, II, and III - to start the process of being reviewed

for possible admission to the program. Application to the Teacher Education Program is typically done during the sophomore year. Transfer students should plan to apply after completing one full semester at TLU. Students may not enroll in professional sequence courses (EDUC or READ courses) until the Teacher Education Committee approves admittance. Applications may be considered for admission when the following conditions have been met:

1. Present and maintain an overall cumulative GPA of 2.90.
2. Completion of the following courses with a “C” or better: MATH 133 or higher, COMP 131, 132, FREX 134 (or equivalent), PSYC 236 (or concurrent enrollment), and 6 hours from two different dimensions as demonstrations of ability to read, write, compute and think critically in academic settings. In addition, students are urged to complete COMM 374 prior to filing for admission to the Teacher Education Program
3. Passage of all sections of THEA with the following minimum scores: Reading 260, Math 240, and Writing 240. This test will be waived for students who submit SAT score of 1650+ or ACT score of 24+.
4. Completion of TEACH I, II, and III.
5. Received two recommendations from TLU academic faculty, not to include education faculty or coaches.
6. A score of 550 on the TOEFL or other sufficient documentation of English language proficiency for international students.
7. Complete a formal interview process with faculty of Education Department.
8. Students may be admitted provisionally if one or more of the listed conditions have not been met. Provisional admission is solely at the discretion of the Teacher Education Council. All provisions must be met one full (or long) semester after acceptance.

ADMISSIONS PROCEDURES FOR STUDENT TEACHING

There is a separate admissions process to move from participation in the Teacher Education Program into student teaching. Students must apply for admission to student teaching no later than March 1 of the year preceding the academic year in which student teaching is to occur. Students must:

1. be admitted to the Teacher Education Program (see above).
2. maintain an overall cumulative 2.90 grade point average throughout the program. (If a student falls below 2.90, the student will have one semester to restore the 2.90 GPA.)
3. achieve a “C” (2.00) or better in education and other specified courses.
4. have completed a minimum of 33 semester credit hours at TLU, including the final 24 semester credit hours.
5. receive recommendations/evaluations from faculty, from field experience supervisory teachers and from designated personnel in the office of Student Life.

6. have completed all coursework required for graduation except for EDUC 437/438/471, READ 436/475 and student teaching courses.
7. complete both sessions of TExES preparation course.

REQUIREMENTS FOR TEXAS TEACHER CERTIFICATION

1. Students are required to meet all requirements for Texas teacher certification in addition to all requirements for completing a university baccalaureate degree. Certification requirements for the state of Texas are subject to change at any time.
2. Students must successfully complete all necessary examinations for certification in Texas and pay all necessary fees.
3. Students must complete a certification application at SBEC on-line and pay appropriate fees for each certification sought. The TLU certification officer will then recommend a student for certification upon verification of graduation and the successful completion of all requirements.

ELEMENTARY EDUCATION TEACHING FIELDS

Degree Requirements

Students who wish to teach in the elementary or middle school grades pursue a bachelor of science degree with a major in Multidisciplinary Studies. Please consult with the Department faculty for additional information on these approved programs. Requirements are subject to change based on rulings of the State Board for Educator Certification.

Multidisciplinary Studies, EC-6 Generalist (B.S. degree)

Foundations of Liberal Education - (24hrs) - COMP 131, 132, FREX 134, ENGL 371, MATH 133 or higher, 375, 376, COMM 374

Professional Development Courses - (15hrs) - EDUC 332, 334A, 431, 437, 460

Academic Support Courses - (33 hrs) - EDUC 272, 374, 378, 371, 373, 382, 384, READ 270, 332, 376, 475.

Arts Dimension - (6 hrs) - VART 373, MUSI 333

Humanities Dimension - (6 hrs) - GEOG 131, HIST 131

Natural Sciences Dimension - (9-12 hrs) - BIOL 130 or higher, ENVS 140 or PHYS 279 (Earth Science), CHEM 133 or PHYS 141

Social Sciences Dimension - (15 hrs) - HIST 270, POLS 231, PSYC 236, and 3 hours from one of the following: HIST 234, MAST 238, SOCI 338A, or SOCI 373

Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (6 hrs) - KINS 121, KINS 377, and 1 hour activity course

Multidisciplinary Studies, English Language Arts and Reading - Grades 4-8

(B.S. degree)

Foundations of Liberal Education - (24hrs) - COMP 131, 132, FREX 134, ENGL 371, MATH 133 or higher, 375, 376, COMM 374

Professional Development Courses - (15hrs) - EDUC 332, 334A, 433, 471, 465

Academic Support Courses - (21hrs) - EDUC 272, 374, 373, READ 270, 332, 376, 436

Arts Dimension - (6 hrs) - 6 hrs from VART, DRAM or MUSI

Humanities Dimension - (6 hrs) - ENGL 233, HIST 131 or 132

Natural Sciences Dimension - (9-12 hrs) - BIOL 130 or higher, ENVS 140 or BIOL 235, CHEM 133 or PHYS 141

Social Sciences Dimension - (6 hrs) - POLS 231, PSYC 236

Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

English/Language Arts and Reading Specialization - (18hrs) - ENGL 234, 278, 279, 372, COMM 273, plus 3 hr additional English course

Multidisciplinary Studies, Math/Science - Grades 4-8 (B.S. degree)

Foundations of Liberal Education - (12hrs) - COMP 131, 132, FREX 134, COMM 374

Professional Development Courses - (15hrs) - EDUC 332, 334A, 433, 471, 465

Academic Support Courses - (24 hrs) - EDUC 272, 373, 374, 382, 388, READ 270, 376, 436

Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 131 or 132

Natural Sciences Dimension - (9-12 hrs) - These requirements are met in the specialization area.

Social Sciences Dimension - (6 hrs) - POLS 231, PSYC 236

Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)

Theological Dimension - (6 hrs) - THEO 133, THEOxxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Math Specialization - (25 hrs) - MATH 133 or higher, 148, 375, 376, STAT 374 plus 9 hours to be determined by Math Department

Science Specialization - (24 hrs) - BIOL 143/144 or BIOL 147/148, CHEM 143, 144, PHYS 141, 142

Multidisciplinary Studies, Math - Grades 4-8 (B.S. degree)

Foundations of Liberal Education - (15hrs) - COMP 131, 132, FREX 134, COMM 374, MATH 133 or higher

Social Sciences Dimension - (6 hrs) - POLS 231, PSYC 236

Professional Development Courses - (15hrs) - EDUC 332, 334A, 433, 471, 465

Academic Support Courses - (21 hrs) - EDUC 272, 373, 374, 384, READ 270, 376, 436

Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 131 or HIST 132

Natural Sciences Dimension - (6-8 hrs) - One course must be a lab course.

Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Math Specialization - (27 hrs) - MATH 148, 241, 242, 375, 376, STAT 374, plus 6 additional hours of MATH courses or 6 additional hours of STAT courses

Multidisciplinary Studies, Science - Grades 4-8 (B.S. degree)

Foundations of Liberal Education - (15 hrs) - COMP 131, 132, FREX 134, COMM 374, MATH 133 College Algebra or higher

Social Sciences Dimension - (6 hrs) - POLS 231, PSYC 236

Professional Development Courses - (15hrs) - EDUC 332, 334A, 433, 471, 465

Academic Support Courses - (21 hrs) - EDUC 272, 373, 374, 388, READ 270, 376, 436

Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 131 or HIST 132

Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)

Natural Sciences Dimension - (9-12 hrs) - These requirements are met in the specialization area

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Science Specialization - (41-42 hrs) – BIOL 143 and BIOL 144 or BIOL 147 and 148; two of the following BIOL 242, 347, 241, 341, or 473; CHEM 143, 144, 341, PHYS 141, 142, 279 (Earth Science) and PHYS 279 (Astronomy)

Multidisciplinary Studies, Social Studies - Grades 4-8 (B.S. degree)

Foundations of Liberal Education - (21hrs) - COMP 131, 132, FREX 134, MATH 133 or higher, 375, 376, COMM 374

Professional Development Courses - (15hrs) - EDUC 332, 334A, 433, 471, 465

Academic Support Courses - (27 hrs) - EDUC 272, 373, 374, 384, READ 270, 376, 436

Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 132

Natural Sciences Dimension - (9-11 hrs) - BIOL 130 or higher, ENVS 140 or PHYS 279, CHEM 133 or PHYS 141

Social Sciences Dimension - (6 hrs) - POLS 231, PSYC 236

Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Social Studies Specialization - (21 hrs) - POLS 237 or ECON 237, GEOG 131, HIST 131, 234, 270, GEOG 234 or 232, and POLS 431 or HIST 431

SECONDARY EDUCATION TEACHING FIELDS

Degree Requirements

Students who wish to teach in high school pursue a bachelor of science degree with a major in their area of specialization. Students who wish to teach kinesiology or music work toward an all-level certificate (both elementary and secondary.) Students who chose to pursue a second specialization must consult with both their major advisor and with an advisor in Education. Requirements are subject to change based on rulings of the State Board for Educator Certification.

Biology Major - 8-12 Life Science Specialization (B.S. degree)

Foundations of Liberal Education - (18hrs) - COMP 131, 132, FREX 134, ENGL 371, COMM 374, MATH 133 or higher

Professional Development Courses - (15hrs) - EDUC 332, 334A, 432, 438, 461

Academic Support Courses - (12 hrs) - EDUC 272, 373, 374, READ 436

Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 131 or 132

Natural Sciences Dimension - (6-8 hrs) - Requirements met in specialization area.

Social Sciences Dimension - (6 hrs) - POLS 231, PSYC 236

Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Life Science 8-12 Specialization - (49 hrs) - BIOL 143/144 or BIOL 147/148, 241, 347, 9 hours from the following: BIOL 242, 341, 343, 431, 473; CHEM 143, 144, PHYS 141 or 240, PHYS 142 or 241, STAT 374, BIOL 411

English Language Arts Major - 8-12 English Language Arts and Reading Specialization (B.S. degree)

Foundations of Liberal Education - (12 hrs) - COMP 131, 132, FREX 134, MATH 133 or higher

Professional Development Courses - (15 hrs) - EDUC 332, 334A, 432, 438, 461

Academic Support Courses - (18 hrs) - EDUC 272, 373, 374, READ 270, 376, 436

Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI

Humanities Dimension - (6 hrs) - ENGL 235, HIST 273

Natural Sciences Dimension - (6-8 hrs) - At least one lab science must be included.

Social Sciences Dimension - (9 hrs) - HIST 131, POLS 231, PSYC 236

Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

English/Language Arts and Reading 8-12 Specialization (27 hrs) - ENGL 233, 234, 278, 279, 371, 372, 438, COMM 273, 374

History Major - 8-12 History Specialization (B.S. degree)

Foundations of Liberal Education - (18 hrs) - COMP 131, 132, FREX 134, MATH 133 or higher, ENGL 371, COMM 374

Professional Development Courses - (15 hrs) - EDUC 332, 334A, 432, 438, 461
Academic Support Courses - (12 hrs) - EDUC 272, 373, 374, READ 436
Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI
Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 132 (must be taken at TLU)
Natural Sciences Dimension - (6-8 hrs) - At least one lab science must be included.
Social Sciences Dimension - (15 hrs) - POLS 231, 232, PSYC 236, GEOG 131, GEOG 2XX or 3XX
Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)
Theological Dimension - (6 hrs) - THEO 133, THEO xxx
Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course
History 8-12 Specialization (24 hrs) - HIST 131 (must be taken at TLU), 233, 234, 237, 270, HIST 3xx, HIST 378

Mathematics Major - 8-12 Mathematics Specialization (B.S. degree)

Foundations of Liberal Education - (15 hrs) - COMP 131, 132, FREX 134, ENGL 371, COMM 374
Professional Development Courses - (15 hrs) - EDUC 332, 334A, 432, 438, 461
Academic Support Courses - (15 hrs) - EDUC 272, 373, 374, 382, READ 436
Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI
Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 132
Natural Sciences Dimension - (6-8 hrs) - At least one lab science must be included.
Social Sciences Dimension - (9 hrs) - HIST 131, POLS 231, PSYC 236
Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)
Theological Dimension - (6 hrs) - THEO 133, THEO xxx
Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course
Mathematics 8-12 Specialization - (32 hrs) - MATH 241, 242, 233, 331, 333, 334, 375, 376, 437, STAT 374

Social Studies Major - 8-12 Social Studies Specialization (B.S. degree)

Foundations of Liberal Education - (18 hrs) - COMP 131, 132, FREX 134, ENGL 371, COMM 374, MATH 133 or higher
Professional Development Courses - (15hrs) - EDUC 332, 334A, 432, 438, 461
Academic Support Courses - (12 hrs) - EDUC 272, 373, 374, READ 436
Arts Dimension - (6 hrs) - 6 hours from VART, DRAM or MUSI
Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 132 (must be taken at TLU)
Natural Sciences Dimension - (6-8 hrs) - At least one lab science must be included.
Social Sciences Dimension - (12 hrs) - ECON 237, POLS 231, PSYC 236, SOCI 131
Cross Cultural Dimension - (6 hrs) - Spanish Language (6 hours)
Theological Dimension - (6 hrs) - THEO 133, THEO xxx
Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course
Social Studies 8-12 Specialization (30 hrs) - POLS 232, 237, 334, 431, GEOG 131, 234, HIST 131 (must be taken at TLU), 234, HIST 233 or GEOG 231, SOCI 274 or 373

Kinesiology Major - EC-12 (All-Level) Physical Education Specialization (B.S. degree)

Foundations of Liberal Education - (18 hrs) - COMP 131, 132, FREX 134, ENGL 371, COMM 374, MATH 133 or 130

Professional Development Courses - (15 hrs) - EDUC 332, 334A, 432, 438, 462

Academic Support Courses - (9 hrs) - PSYC 236, READ 436, EDUC 272 or 374

Arts Dimension - (6 hrs) - VART 136, 3 hours from VART, DRAM or MUSI

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 132

Natural Sciences Dimension - (8 hrs) - BIOL 147, 148

Social Sciences Dimension - (6 hrs) - POLS 231, HIST 131

Cross Cultural Dimension - (6 hrs) - SPAN 131, 132

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Kinesiology EC-12 P.E. Specialization - (27 hrs) - KINS 135, 234, 335, 476, 434, 382, 373; 374 or 375; 3 hrs from the following: KINS 238, 377, 379, 333, or 480

One of the following Options MUST be selected - required for graduation:

Option 1 - Second Specialization (min. 24 hrs) contact Education Department

Option 2 - Minor (min. 18 hrs) contact Education Department

Option 3 - Additional hours (11 hrs) contact Education Department

Music Education Major - EC-12 (All-Level) Instrumental Emphasis Specialization (B.M. degree)

Foundations of Liberal Education - (15 hrs) - COMP 131, 132, FREX 134, ENGL 371, MATH 133 or higher

Professional Development Courses - (15 hrs) - EDUC 332, 334A, 432, 438, 462

Academic Support Courses - (6 hrs) - PSYC 236, READ 436

Arts Dimension - (0 hrs) - This requirement met within the major.

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 132

Natural Sciences Dimension - (6-8 hrs) - At least one lab science must be included.

Social Sciences Dimension - (6 hrs) - POLS 231, HIST 131

Cross Cultural Dimension - (6 hrs) - SPAN 131, 132

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Music Education EC-12 Instrumental Specialization (60 hrs) - MUSI 110, 111, 112, 131, 132, 211, 212, 214, 231, 232, 235, 327, 328, 332, 339, 375, 376, MUED 472, 432A; 5 hours of applied music classes - AMUS 113c, 114c, 115, 116c, 117c; 10 hours of private lessons - AMUS 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 2 hours of additional AMUS lessons or classes; MUSI 117 (repeated twice for credit)

Music Education Major - EC-12 (All-Level) Vocal Emphasis Specialization (B.M. degree)

Foundations of Liberal Education - (15 hrs) - COMP 131, 132, FREX 134, ENGL 371, MATH 133 or higher

Professional Development Courses - (15 hrs) - EDUC 332, 334A, 438, 462, MUED 432B

Academic Support Courses - (6 hrs) - PSYC 236, READ 436

Arts Dimension - (0 hrs) - This requirement met within the major.

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 132

Natural Sciences Dimension - (6-8 hrs) - At least one lab science must be included.

Social Sciences Dimension - (6 hrs) - POLS 231, HIST 131

Cross Cultural Dimension - (6 hrs) - SPAN 131, 132

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Music Education EC-12 Instrumental Specialization (60 hrs) - MUSI 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 327, 328, 332, 335, 339, 375, 376, MUED 472, 432B; 2 hours of applied music from following - AMUS 118c, 114c, 115, 117c; 10 hours of private lessons - AMUS 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 2 hours of additional AMUS lessons or classes; MUSI 118 (repeated twice for credit)

Spanish Education Major – EC-12 LOTE: Spanish Specialization (B.S. degree)

Foundations of Liberal Education - (18 hrs) - COMP 131, 132, FREX 134, ENGL 371, MATH 133 or higher, COMM 374

Professional Development Courses - (15 hrs) - EDUC 332, 334A, 432, 438, 461

Academic Support Courses - (12 hrs) – EDUC 272, 373, 374, and READ 436

Arts Dimension - (6 hrs)

Humanities Dimension - (6 hrs) - ENGL 2xx (Literature), HIST 132

Natural Sciences Dimension - (6-8 hrs) - At least one lab science must be included.

Social Sciences Dimension - (9 hrs) - POLS 231, HIST 131, PSYC 236

Cross Cultural Dimension - (6 hrs) – met with specialization

Theological Dimension - (6 hrs) - THEO 133, THEO xxx

Personal Well Being Dimension - (3 hrs) - KINS 121, and 1 hour activity course

Spanish Education EC-12 LOTC: (27 hrs) SPAN 131, 132, 231, 232, 337, 375, 376, 473, LANG 335

EDUCATION

EDUC 272. Classroom Applications of Technology (3:3:0)

Teaches the selection and application of appropriate technology tools to acquire, analyze, synthesize and evaluate information for diverse applications in daily school practice, including problem solving instruction, simulation, research, experimentation, record keeping, and assessment. Students will select or develop productivity tools appropriate for enhancing communication and instruction with a variety of audiences, including students, parents, and the general public. Admission to teacher education is not required.

EDUC 332. Learning Processes and Evaluation (3:3:X)

A study of the fundamentals of cognitive psychology which apply to the learning process including: various taxonomies of learning; relationships among cognitive, physical and affective development in the discovery process; nature and range of exceptionalities;

intelligence, creativity and attitudes about learning. This project based, applied learning course considers instructional leadership as well as functions, materials and methods of assessment. Field experience is required. Prerequisite: admission to the teacher education program. This course may not be transferred in from another institution.

EDUC 334A. U.S. Schools (3:3:X)

A survey course concerning the K-12 U.S. school system, including social and philosophical foundations of education; history, structure, and school finance; the principles, objectives and development of curriculum and instruction; educational technology; social issues and K-12 students; school law and alternative schools. A term long research project and field experience are required. Meets requirements for writing intensive course and ethics-focused course. Prerequisite: EDUC 332 or concurrent enrollment in EDUC 332.

EDUC 371. Introduction to Early Childhood Education (3:3:X)

A study of developmentally appropriate practices for programs serving children 0-8 years. Emphasized are the development and assessment of integrated curriculum and classroom management. Field experience in a pre-k classroom is required. Prerequisite: Admission to Teacher Education Program.

EDUC 373. Survey of Special Populations (3:3:X)

A study of instructional needs of students in multilingual, multicultural and inclusive classrooms. This course provides for the examination of types, characteristics, and causes of various exceptionalities; serves as an introduction to the instructional needs of exceptional students in the home, school, and community; and methods and strategies for inclusive classrooms. Field experience required. Prerequisite: admission to the teacher education program.

EDUC 374. ESL Strategies (3:3:X)

An introduction to the applications of basic linguistic concepts and stages of language development to support students' language development in L1 and L2. Concepts addressed include interrelatedness of first and second language acquisition; developmentally appropriate methodologies and strategies for teaching ESL; knowledge of literacy transfer from L1 and L2; promoting biliteracy; integrating language arts skills in L1 and L2 into all content areas. Prerequisite: admission to the teacher education program, EDUC 332 or concurrent enrollment in EDUC 332.

EDUC 378. Science for the Child (3:3:1)

Introduces science content, science education theory and research, and pedagogical strategies for the EC-6 classroom. Students are actively engaged with a wide variety of hands-on science activities from the fields of physical science, earth science, and biological science. Laboratory is required. Prerequisites: EDUC 332, EDUC 334A, MATH 133 or above, six hours of natural science coursework.

EDUC 379. Special Topic (3:3:0 or 3:2:0)

An in-depth analysis of selected topics in education. May be repeated for credit when topics are changed. Prerequisite: junior standing with nine hours of education courses and consent of the instructor. Student must be admitted to Teacher Education Program.

EDUC 382. Mathematics for the Child (3:3:X)

An in-depth study of research-based pedagogy and mathematics content for students in preschool through sixth grade. The student will develop, deliver, and assess learning experiences in mathematics. Prerequisite: Admission to the teacher education program. Field experience is not required.

EDUC 384. Social Studies for the Child (3:3:X)

An in-depth study of research-based pedagogy and social studies content for students in preschool through sixth grade. The student will develop, deliver, and assess learning experiences that integrate social studies content with content in other disciplines. Prerequisite: Acceptance into teacher education program. Field experience required.

EDUC 388. Science Concepts for Middle Level Learners (3:3:1)

Introduces science content, science education theory and research, and pedagogical strategies for the 4-8 classroom. Students are actively engaged with a wide variety of hands-on science activities from the fields of physical science, earth science, and biological science. Laboratory is required. Prerequisites: EDUC 332, EDUC 334A, MATH 133 or above, six hours of natural science coursework.

EDUC 410, 420, 430. Independent Study (X:X:X)

Independent research on selected problems. Prerequisite: acceptance into the teacher education program and departmental approval. one to three hours credit.

EDUC 431. Instructional Strategies, EC-6 (3:X:X)

A field-based course which engages students with interdisciplinary investigations of contemporary instructional strategies and support. Particular focus will be placed on integrating social studies, geography, science and math, and the use of the creative arts to engage students in hands-on integrated instruction for students in EC-6 settings. Professional collaboration and the current technology used in area schools will be included. Prerequisite: EDUC 332 and EDUC 334A.

EDUC 432. Instructional Strategies, Secondary and All-Level (3:X:X)

A field-based course that engages students with the investigation of contemporary instructional strategies and support and models for integrating subject area content. Particular focus will be placed on methods for delivering students' teaching field content and options for integrating the subject area with other disciplines. Professional collaboration and the current technology used in area schools will be addressed. Prerequisite: EDUC 332 and EDUC 334A.

EDUC 433. Instructional Strategies, Grades 4-8 (3:3:X)

A field-based course which engages students with interdisciplinary investigations of contemporary instructional strategies and support. Professional collaboration and current technology used in area schools will be included. Prerequisite: EDUC 332 and EDUC 334A.

EDUC 437. Classroom Management, EC-6 (3:3:0)

A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in EC-6th grade classrooms. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals which strengthen professional confidence and identity. This Capstone Course requires the application of the general knowledge base from EDUC 332, 334A and 431. Extensive fieldwork time in the student teaching classroom is required.

EDUC 438. Classroom Management, Secondary and All-Level (3:3:0)

A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in 8-12th grade classroom. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals that strengthen professional

confidence and identity. This Capstone Course requires application of the general knowledge base from EDUC 332, 334A and 432. Extensive fieldwork time in the student teaching classroom is required.

EDUC 439. Internship (3:X:X)

Teaching experience directed through Alternative Certification Program. Must be repeated for a total of two semesters. Requires participation in the Alternative Certification Program.

EDUC 460. Student Teaching in EC-6 (6:X:X)

Directed observation, participation, and teaching in the elementary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: EDUC 332, 334A, 431, READ 332 and 370, and admission into the student teaching program. EDUC 437 and READ 375 are to be taken concurrently.

EDUC 461. Student Teaching in the Secondary Schools (6:X:X)

Directed observation, participation, and teaching in the secondary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: EDUC 332, 334A, 432, and admission into the student teaching program. EDUC 438 and READ 336 are to be taken concurrently.

EDUC 462. Student Teaching (All-Level) (6:X:X)

Directed observation, participation, and teaching in elementary and secondary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: EDUC 332, 334A, 431, or 432 and two appropriate methods courses in music and/or kinesiology, plus admission into the student teaching program. EDUC 438 and READ 336 are to be taken concurrently.

EDUC 465. Student Teaching in the Middle School (6:X:X)

Directed observation, participation, and teaching in the middle schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. EDUC 471 and READ 336 are to be taken concurrently with this course. Prerequisite: EDUC 332, 334A, 433, and admission into the student teaching program.

EDUC 471. Classroom Management, Grades 4-8 (3:3:0)

A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in 4-8th grade classrooms. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals which strengthen professional confidence and identity. This Capstone Course requires the application of the general knowledge base from EDUC 332, 334A, and 433. Extensive fieldwork time in the student teaching classroom is required. EDUC 465 and READ 336 are to be taken concurrently.

READING EDUCATION

READ 270. Literature for the Classroom (3:3:0)

A study of quality children's literature reflective of all ethnic groups and how it can be used in the classroom. Admission to Teacher Education Program NOT required.

READ 332. Foundations of Literacy (3:3:X)

A study of the five components of the science of reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) as applied to the emergent and early reader. Field experience required. Prerequisite: Admission to Teacher Education Program.

READ 376. Literacy Assessment (3:3:X)

A study of formal and informal assessments and the means by which assessment data is used to plan instruction. Field experience required. Prerequisite: Admission to Teacher Education Program.

READ 436. Literacy in the Content Areas (3:3:X)

A study of strategies useful in improving reading and study skills in the content areas. Course taken with student teaching.

READ 475. Reading and Writing Across the Curriculum (3:3:X)

A study of how reading and writing abilities can be enhanced in the content areas for on-level and struggling readers. Course taken with student teaching.

POST-BACCALAUREATE TEACHER CERTIFICATION PROGRAM

Texas Lutheran University offers a post-baccalaureate teacher certification program in addition to its traditional undergraduate teacher certification program. The post-baccalaureate program is authorized by The State Board of Educator Certification and meets all federal No Child Left Behind standards for an acceptable alternative route to certification by being a program that:

1. Provides high-quality professional development that is sustained, intensive, and classroom focused in order to have a positive and lasting impact on classroom instruction before and while teaching;
2. Provides intensive supervision that consists of structured guidance and regular ongoing support for teachers or a teacher mentoring program;
3. Allows the candidate to assume the functions as a teacher for a specified period of time not to exceed three years; and
4. Requires the teacher to demonstrate satisfactory progress toward full certification as prescribed by the State.

The TLU post-baccalaureate program offers certification in a variety of areas. These certification areas include: EC-6 Generalist, 4-8 Generalist, 4-8 Science/Math, 4-8 English Language Arts and Reading, 4-8 Social Studies, 4-8 Science, 4-8 Math, 8-12 English Language Arts and Reading, 8-12 History, 8-12 Life Science, 8-12 Math, 8-12 Physical Science, 8-12 Social Studies, 8-12 Science, All-Level Art, All-Level Music, All-Level Physical Education (Kinesiology), All-Level Spanish.

ADMISSIONS REQUIREMENTS

Post-baccalaureate program applicants must have, as a minimum, a bachelor's degree with a minimum GPA of 2.5. Prospective students who have already completed a minimum of 24 hours in a subject content area need to complete, in most cases, 18 hours of professional development coursework in the post-

baccalaureate program. This includes 12 hours of professional development coursework in the university classroom and six hours of internship in a school setting. A detailed review of each applicant's transcript will determine exactly how many hours are required for certification.

POST-BACCALAUREATE PROGRAM CURRICULUM

Curriculum for the program is based on the traditional TLU Teacher Education program that has been aligned with SBEC's approved new educator standards for Pedagogy and Professional Responsibilities. When applicable, the standards emphasize the required statewide public school curriculum or the Texas Essential Knowledge and Skills (TEKS), which also reflect the current research on the developmental stages and needs of children from Early Childhood through Grade 12.

Emphasis is placed on proficiencies for teachers in learner-centered schools. Instruction addresses current research and methodology to provide teachers with the knowledge and skills necessary for successful classroom teaching. Benchmarks and assessments have been established to ensure attainment of standards, competencies, and proficiencies.

In the post-baccalaureate program, teacher interns must meet all educational requirements that include professional development/competencies regarding area content, evaluations, assessments, field-based experiences, service learning projects, professional observations/appraisals, portfolios and attendance/participation. Interns must successfully complete all preparation program requirements and appropriate certification tests for their certification area. A thorough year-long internship is closely monitored by the TLU faculty. During the internship year, all students work with a mentor teacher in the school in addition to the university supervisor. The role of the mentor is to assist the student to develop into an independent, fully functioning reflective teacher who will regularly engage in problem-solving related to his or her own teaching. The mentor teacher also observes and assesses the intern's performance in the classroom. The following courses are the minimum required courses to prepare teacher interns to meet standards for Pedagogy and Professional Responsibilities:

<u>Course Number</u>	<u>Course Title</u>	<u>When offered</u>
EDUC 334A	U.S. Schools	evening - summer session
EDUC 332	Learning Processes and Evaluation	evening - fall session
EDUC 431/432/433	Instructional Strategies	evening - spring session
EDUC 437/438/471	Classroom Management	evening - summer session
EDUC 439	Internship for two full semesters	

ENGINEERING

Students interested in an Engineering course of study should see "Applied Science" in this section of the catalog for details. Engineering (ENGR) courses are listed in "Physics" in this section of the catalog.

ENGLISH STUDIES

Mission Statement: The program in English studies introduces students to literature in a variety of cultural and historic contexts. Students will learn advanced writing and composition skills as they explore cultural and structural aspects of literature in a variety of contexts and styles. Students will learn research and analytic skills that can be applied in a myriad of writing situations, from the creative to the corporate. Students will be challenged to ask and answer questions about why literatures are written, why they take the forms that they do, what they communicate about human experiences and what impacts they have on the individual and on society.

Goals: The English studies major provides students with a broad understanding and appreciation of English language and literatures. These abilities are enhanced as students gain knowledge of literary forms and the cultural and historical circumstances these forms and their interpretations shape and reflect. English studies majors develop analytical, interpretive, and verbal skills.

Career opportunities: Students planning to enter the following fields may wish to consider a major in English studies: law, web design, teaching, public relations, human resource management, publishing, politics, ministry writing and editing. Students who decide to pursue graduate work will be well prepared to enter programs in either English, rhetoric and composition, American studies, comparative literature, and communication studies.

Major in English studies (literature specialization): 30 semester hours including six hours from 233, 234, 235, 271, 278, 279, or PHIL 237; six hours from 330A, 330B, 335, 339, 371, 372, 379; six hours from 435, 436, 437, or 438 (other than Shakespeare); 438 (Shakespeare); 474; 475.

Supporting courses for English studies (literature specialization): 15 semester hours, including three hours of any 200-level COMM course; COMM 332, 372, 373 or 479; PHIL 131; SPAN 132 and 231 or the equivalent in another language.

Major in English studies (writing specialization): 30 semester hours including six hours from 233, 234, 235, 271, 278, 279, or PHIL 237; nine hours from 330A, 330B, 335, 339, 371, 372 or COMM 235/235L; 379; six hours from 435, 436, 437, or 438; 474; 475.

Supporting courses for English studies major (writing specialization): 15 semester hours, including three hours of any 200-level COMM course; COMM 332, 372, 373, 375 or 479; PHIL 131; and SPAN 132 and 231 or the equivalent in another language.

Minor in English studies: 18 hours, including six hours at the 200 level; and 12 hours upper division.

ENGLISH**COMP 131. English Composition I (3:3:0)**

This course teaches academic reading and writing skills, which are crucial to students' success and intellectual growth in all their courses. Students will refine their existing writing skills and address any problems they might have with standard English usage by engaging in extensive writing and revision of student-generated papers. Additionally, students will learn to read texts critically and carefully and to produce analytical arguments using them. Each section of COMP 131 has a different critical emphasis, but all sections do the same amount of work.

COMP 132. English Composition II (3:3:0)

This course continues to teach academic reading and writing skills. Students write a major research paper over the course of the semester that focuses on a problem and what should be done to alleviate it. Students learn research skills as well as the most effective rhetorical techniques to convince their audience of the importance of their chosen topic and the plausibility of their solution. Prerequisite: COMP 131.

ENGL 233. Introduction to British Literature I (3:3:0)

An examination of British literature and its cultural context from the Middle Ages to the eighteenth century. Dramatic, lyric, expository and narrative forms are studied.

ENGL 234. Introduction to British Literature II (3:3:0)

An examination of British literature and its cultural context from the second half of the eighteenth century to the present. Dramatic, expository, lyric and narrative forms are studied.

ENGL 235. Introduction to Mexican-American Literature (3:3:0)

An examination of Mexican-American literature and its cultural context from its origin in the middle of the 19th century to the present.

ENGL 271. Introduction to Regional Literatures (3:3:0)

An examination of the literature of a nation or geographic region and its cultural context from its beginnings to the present. Representative topics for this course include: Greek and Roman Antiquity, African Literature, Irish Literature, Native American Literature of the Southwest, French Literature. May be taken additional times as elective credit.

ENGL 278. Introduction to American Fiction (3:3:0)

An introduction to the development of the novel and short story form in America from precolonial times to the present.

ENGL 279. Introduction to American Poetry and Drama (3:3:0)

An introduction to the development of dramatic and poetic forms in America from precolonial times to the present.

ENGL 330A. Creative Writing: Fiction Workshop (3:3:0)

A workshop for creative writers in the short story and longer forms. Prerequisite: three hours of any 200-level literature course.

ENGL 330B. Creative Writing: Poetry Workshop (3:3:0)

A workshop for creative writers in various modes of poetic expression. Prerequisite: three hours of any 200-level literature course.

ENGL 335. Technical Writing (3:3:0)

This course provides students with the writing and presentational skills necessary for effective professional communication. Emphasizes data summary and presentation, practical use of language, and writing for different audiences. Prerequisite: COMP 132.

ENGL 339. Medical Writing (3:3:0)

An in-depth practicum in writing for medical and health purposes, including issues of writing for expert and lay audiences and for informational and promotional purposes. Prerequisite: COMP 132.

ENGL 371. Advanced Composition (3:3:0)

An in-depth practicum in expository writing and the essay, including issues of writing for publication. Prerequisite: three hours of any 200-level literature course.

ENGL 372. Structure of English (3:3:0)

An examination of grammar and linguistics, as well as history and structure of the English language. Prerequisite: three hours of any 200-level literature course.

ENGL 379. Special Topics (3:3:0)

This course provides students with the opportunity to examine specific themes or ideas in a selection of works from world, British or American literatures. Representative courses include: African Literature, British Romanticism, Greek Tragedy, Irish Literature and Politics, Literary Naturalism. May be taken multiple times for credit. Prerequisite: three hours of any 200-level literature course.

ENGL 410, 420, 430. Independent Study (X:0:0)

Intensive individual study in language or literature. open to any student upon recommendation of the instructor and approval from the department of English and communication studies. One to three hours of credit. Prerequisite: three hours of upper division English studies.

ENGL 435. The Novel (3:3:0)

An examination of the novel in specific historical and cultural context. Prerequisite: three hours of any 200-level literature course.

ENGL 436. The Short Story (3:3:0)

An examination of the development of the short story form in specific historical and cultural context. Prerequisite: three hours of any 200-level literature course.

ENGL 437. Poetry (3:3:0)

An examination of poetic genres in specific historical and cultural context. Prerequisite: three hours of any 200-level literature course.

ENGL 438. Drama (3:3:0)

An examination of theatrical genres in specific historical and cultural context. Half of the time this course will be offered as Shakespeare. May be taken multiple times for credit. Prerequisite: three hours of any 200-level literature course.

ENGL 474. Advanced Literary Studies (3:3:0)

An in-depth exploration of key literary theory from antiquity to the present. This course is designed to prepare students for their senior thesis project by teaching the fundamentals of literary research, analysis and scholarship. Prerequisite: senior standing.

ENGL 475. Senior Thesis (3:3:0)

An advanced study of different kinds of research and interpretive traditions in English Studies. Students work toward creation of an interpretive or creative thesis project advised by a member of the English and communication studies department faculty. Results of this research will be presented to the full faculty. Prerequisite: senior standing, ENGL 474.

ENVIRONMENTAL SCIENCE / ENVIRONMENTAL STUDIES

The mission of these programs is to increase student and faculty awareness of the natural world and the complex environmental problems that face us. The coursework will emphasize seeking local and viable solutions to these problems as well as coming to understand the global nature of the issues. Integrated and interdisciplinary, these minors are offered for students who want an in-depth study of the various ethical, legal, political, economic, and scientific factors that are involved in human interaction with the environment.

Minor in Environmental Science: 18-20 hours, including BIOL 347 or CHEM 342; ENVS 412; 419, 429 or 439; INTR 231 (Environment) or GEOG 131; POLS 231 or ECON 237; 6 hours from PHIL 331, GEOG 236 or VART 436.

Minor in Environmental Studies: 18-20 hours, including ENVS 140, 412; 419, 429 or 439; INTR 231 (Environment) or GEOG 131; STAT 374; 6 hours from PHIL 331, GEOG 236 or VART 436.

ENVIRONMENTAL SCIENCE

ENVS 140. Environmental Science (4:3:3)

This course serves as an introduction to the disciplines and methods involved in environmental research from a natural science perspective. Topics may include ecology, watershed studies, biodiversity, native plants, ecological restoration, and global change. Laboratories will provide opportunities to gather and analyze ecological data, to learn techniques, and to use specialized equipment. Biology and chemistry majors may not count this course towards the minor and must take BIOL 347 or CHEM 342.

ENVS 412. Environmental Studies Seminar (1:1:0)

An oral and written presentation by the student that summarizes the results of independent research or internship experiences.

ENVS 419, 429, 439. Internship in Environmental Science/Studies (X:X:X)

Designed to provide environmental science/studies minors opportunities to work in government agencies, private industry, and other areas related to the environmental field.

FRENCH STUDIES

With an emphasis on the oral component of the language, the French program is designed to ensure that the student acquires appropriate fluency in the language, as well as a panoramic knowledge of the culture, history, and traditions of the French-speaking countries. Students who study French are urged to study for at least one summer, fall, or spring term in a French-speaking country.

The minor in French studies is designed to enrich and enhance a student's major area of study by providing the opportunity to acquire functional fluency in the language as well as a working knowledge of the cultures and peoples of the French-speaking world.

Minor in French Studies: 18 semester hours in French including a maximum of 12 semester hours from FREN 131, 132, 231, 232; and six semester hours from FREN 331, independent study or internship.

A semester or year of study abroad in a francophone country may be substituted for the upper division work, and is strongly recommended for all students who wish to become fluent in French.

Students who have never taken a language course at TLU but want to register for a French course must take the **language placement test** available on **Jenzabar**. Students must then print the results and take them to any language instructor for final placement. Please see the website for further information.

FRENCH STUDIES

FREN 131. French Language and Culture I (3:3:0)

An introductory course for those with little or no knowledge of French. Integrates language and culture with classroom activities that focus on listening and speaking in personal contexts. Reading and writing strategies are introduced.

FREN 132. French Language and Culture II (3:3:0)

Classroom activities focus on student interactions in personal and survival contexts. Students read simple connected texts and write creatively, using rudimentary discourse strategies.

FREN 220, 230, 320, 330. Directed Study (X:X:X)

Directed study courses in French studies are individualized study courses under the general supervision of a French faculty member. The topic chosen by the student and approved by the faculty member and department must be sufficiently delimited to permit oral and written reports. Consult the French instructor for details.

FREN 231. French Language and Culture III (3:3:0)

Emphasis is on conversational strategies in a wide range of contexts likely to be encountered in francophone countries (concrete topics). Connections between language and culture are stressed. Students read short texts and write coherent paragraphs in present, past, and future time frames. Prerequisite: FREN 132.

FREN 232. French Language and Culture IV (3:3:0)

Continued emphasis on concrete discourse strategies in practical and social situations, with an introduction to those strategies needed to sustain a more complex conversation. Cultural clichés and realities are further explored through a variety of readings and classroom activities. Students write short descriptive and narrative essays. Prerequisite: FREN 231.

FREN 331. French Language and Culture V (3:3:0)

Students develop discourse strategies needed for sustained conversation on concrete and abstract topics. Classroom activities concentrate on more complex cultural and linguistic tasks in a variety of situations. Students begin to write coherent short discursive essays. Prerequisite: FREN 232.

FREN 410, 420, 430. Independent Study (X:X:X)

Intensive, individual study and research are available to qualified students with a special interest in doing advanced work in French studies. The student devises the study proposal in consultation with the faculty supervisor and obtains the approval of the department. The student works independently until the presentation of the final results. Consult the French instructor for details.

FRESHMAN EXPERIENCE

FRESHMAN EXPERIENCE

FREX 134. Exploring the Arts and Sciences (3:3:0)

By addressing the perspectives and methods of different disciplines of inquiry, the course orients students to the nature of learning in the liberal arts tradition. Focusing on the general topics of education, human nature, the natural world, and the social world and human responsibility, this course shows how various disciplinary perspectives can be integrated in understanding ourselves and our world. Readings and other resources from classical to contemporary sources are critically examined and explored. This course is required of all students, except transfer students entering with 24 or more hours, no more than 12 of which may have been earned through dual participation.

GEOGRAPHY

As an academic discipline, geography enables us to understand the relationship between ourselves and the world in which we live. The interconnectedness brought about by the forces of globalization make this knowledge increasingly crucial. Human geography uses culture regions, migration, and human impact on our surroundings to examine the world at large while physical geography completes the pictures incorporating the role of the earth's natural forces. In geography we ask questions about our home, the world we live in, how it affects us and how we affect it.

The minor in geography, in keeping with the Department's commitment to academic excellence, is designed to get the students to think about the connection between human culture and the physical world. Using an inter-disciplinary approach, the geography minor provides a grounding in basic geographic tools, concepts, and content and links this knowledge to other disciplines and academic majors.

Minor in Geography: 18 semester hours, including GEOG 131, 233 or ENVS 140; GEOG 236 plus one more 200-level geography course and 6 hours of upper division geography courses. Specific courses in other departments with a strong geography component may count towards the minor, subject to approval from the Department of Political Science, Sociology, and Geography.

GEOGRAPHY

GEOG 131. Introduction to Global Geography (3:3:0)

This foundation course for the study of geography will introduce students to key areas of the discipline, including climate, weather, soils, land and resource management, GIS, cartography, geomorphology, agriculture, human migration and settlement patterns, urban development, as well as the influence of geographic factors on social organization and development. The course will also include disciplinary applications such as the role of geography in the explorations and discovery of natural resources. Field trips may be used to illustrate key themes and are an integral component of the course.

GEOG 231. World Regions, Realms and Concerns (3:3:0)

This course uses geographical relationships applied to major social, political, cultural, economic and environmental processes at work in representative world cultures.

GEOG 232. North American Geography (3:3:0)

This course surveys the establishment, expansion and regional development of the United States, Mexico, and Canada using a geographical perspective. It is designed to help students understand North American social, political, economic, and cultural developments within a continental geographic context. A sample of the topics explored: cultural encounters, territorial acquisitions, transportation, economic development, political development, impacts upon the environment and landscapes, and the rise of regional identities.

GEOG 233. Physical Geography (3:3:0)

This course provides an introduction to the processes involved in the formation of the earth's physical environment. Emphasis is on ecosystemic studies of flora, fauna, weather, climate, vegetation, soils, and land forms.

GEOG 234. Geography and Global Cultures (3:3:0)

This course provides an introduction to the study of the interrelationships of humans and the earth's physical environment. The themes of culture regions, diffusion, ecology, integration, and landscape are explored on a global, national, and regional level.

GEOG 236. Geographical Information Systems (GIS) (3:3:0)

This course will teach the basic skills and applications of Geographic Information Systems. The emphasis will be on techniques used in geography and in other disciplines, such as biology, political science, and sociology.

GEOG 331. Borderlands: Geography of Mexico and Texas (3:3:0)

This course will look at how the physical environment has shaped and continues to shape people's lives and culture in the area under consideration. While the course is tailored for educators, particularly those who will be teaching in a bilingual / bicultural environment, it will benefit all students interested in human culture, the environment, and the interaction of the two. Prerequisite: Sophomore standing.

GEOG 379. Special Topics in Geography (3:3:9)

An in-depth analysis of selected topics and regions in geography to be announced at the time of scheduling the course. May be repeated for credit when topics are changed. Prerequisite: Sophomore standing.

GEOG 380. The Metropolis: Geography of the Urban Realm (3:3:0)

This course will cover the major geographical forces at work in the development of cities and their hinterlands. Students will learn the locational aspects of urbanization, the functions of and relationships among and between cities, their relationship to rural areas along with the internal structure of urban areas. The course will also introduce basic concepts in modern urban planning, including the role of citizens in the process. Prerequisite: Sophomore standing.

GREEK STUDIES

The minor in Greek studies is designed to enrich and enhance a student's major area of study by providing the opportunity to achieve reading and translating competency in New Testament Greek and have modest exposure to classical Greek.

Minor in Greek Studies: 18 semester hours in Greek, including GREK 131, 132, 231, and 232, plus six semester hours of upper division credit with directed studies courses and/or independent study courses in Greek. (See the "Academic Requirements" section of this catalog for the general requirements for a minor.)

GREEK

GREK 131. Elementary Greek I (3:3:0)

The essentials of New Testament Greek with emphasis on inflectional forms, grammar, and basic syntax.

GREK 132. Elementary Greek II (3:3:0)

Continuation of the essentials of New Testament Greek with emphasis on inflectional forms, vocabulary, and basic syntax. During the last two weeks of the semester portions of the Gospel According to John and of 1 John will be read and studied in Greek. Prerequisite: GREK 131.

GREK 231. New Testament Greek Reading (3:3:0)

Reading and study of the Gospel According to Mark and portions of the Gospel According to Matthew in Greek. Grammar review and development of an effective Greek New Testament vocabulary. Introduction to basic exegetical methods. Prerequisite: GREK 132.

GREK 232. Advanced New Testament Greek Reading (3:3:0)

Reading and study of the Gospel According to Luke in Greek. Exegetical methods will be applied to the texts. Prerequisite: GREK 231.

GREK 310, 320, 330. Directed Study in Greek (X:X:X)

GREK 410, 420, 430. Independent Study in Greek (X:X:X)

HEBREW STUDIES

Courses are designed to enrich and enhance a student's major area of study by providing the opportunity to achieve reading and translating competency in Biblical Hebrew and have modest exposure to modern Hebrew.

HEBREW

HEBR 131. Biblical Hebrew Language and Culture I (3:3:0)

The essentials of Biblical Hebrew with emphasis on vocabulary, inflectional forms, basic syntax, and simplified Hebrew prose.

HEBR 132. Biblical Hebrew Language and Culture II (3:3:0)

Continuation of HEBR 131. The Book of Ruth and portions of the Story of Joseph in Genesis 37-45 are read in Hebrew and discussed.

HEBR 231. Biblical Hebrew Language and Culture III (3:3:0)

Further study of Hebrew grammar. Reading and discussion of significant portions of Biblical Hebrew prose and poetry.

HEBR 232. Biblical Hebrew Language and Culture IV (3:3:0)

Reading and discussion of more difficult portions of Biblical Hebrew prose and poetry, together with modern Hebrew prayers and liturgies.

HEBR 310, 320, 330. Directed Study in Hebrew (X:X:X)**HEBR 410, 420, 430. Independent Study in Hebrew (X:X:X)**

Consult with instructor before registering. May be repeated for credit. one to three hours credit. Prerequisite: intermediate proficiency in the Hebrew language.

HISTORY

The discipline of history represents a dialogue between the past and the present. Through the study and interpretation of the past the historian attempts to reconstruct and represent the course of human developments, thereby shedding light on current concerns. The student of history learns to look for information, interpret its meaning, and through a careful consideration of the sources, reach thoughtful and informed decisions.

Major in history (liberal arts specialization): 30 semester hours, including HIST 131-132, 9 hours of 200-level courses of which 3 must be either 233 or 234, 12 hours of 300-level history including HIST 378; and 478 usually taken in the senior year.

Supporting courses for history (liberal arts specialization): (Select option A, B or C).

A. Four semesters (usually 12 hours) of a modern or classical language, demonstrated competency, or a minimum of 11 weeks in an accredited study abroad program; 12 hours in disciplines other than history on topics related to the student's major emphasis (at least 6 hours must be upper division).

OR

B. Four semesters of a modern or classical language and a minor other than History.

OR

C. A second major.

Major in history (pre-law specialization): 30 semester hours, including HIST 131-132, 9 hours of 200-level courses of which 3 must be either 233 or 234, 12 hours of 300-level history including HIST 378; and 478 usually taken in the senior year.

Supporting courses for history (pre-law specialization): 24 semester hours, including 6 hours upper division political science, 6 hours upper division English or philosophy, and 12 hours of economics or four semesters (usually 12 hours) of a modern or classical language.

Minor in history: 18 semester hours to be chosen in consultation with the advisor (at least 9 hours must be upper division).

Minor in business methods for historians: see “Business” section of the catalog.

Professional education: See “Education” in this section of the catalog for specific certification requirements.

Honors Program Participants: History Honors students must meet the same requirements as those listed for non-honors students, with the exception that 6 hours must have History Honors designations. HONR designated history courses usually include 3 hours Independent Studies and a regular upper division course with an honors contract agreement.

HISTORY

HIST 131: Early North America to the mid-19th century (3:3:0)

This course is an integrated survey of continental North American–United States, Mexico, and Canada-history from pre-Columbian times to the mid-19th century. It is designed to help students understand North American social, political, economic, and cultural developments within continental and international contexts. (The key elements of U.S. history will be covered.)

HIST 132: Modern North America from the mid-19th century (3:3:0)

The course is an integrated survey of continental North American–United States, Mexico and Canada-history from the mid-19th century to the present. It is designed to help students understand North American social, political, economic and cultural developments within continental and international contexts. (The key elements of U.S. history will be covered.)

HIST 233. World Cultures (3:3:0)

This course is designed to engage the student in studying major social, political, cultural and economic processes at work in representative world cultures and the relationship with their environment from antiquity to the sixteenth century.

HIST 234. History of the Modern World (3:3:0)

This course is designed to engage the student in studying major social, political, cultural and economic processes that shaped the world from the sixteenth century to the present.

HIST 270. Texas and the Borderlands (3:3:0)

An examination from pre-Columbian times to the present of the social, cultural, economic, political, and environmental forces that connect Texas and its neighboring regions in the U. S. and Mexico. (Elements of Texas history considered essential in traditional courses will be included.)

HIST 272: Major Issues in Gender History (3:3:0)

An examination of the role of gender in history, emphasizing themes such as sexuality, male and female relations, feminism, and the social construction of gender.

HIST 273: Major Issues in Ethnic and Racial History (3:3:0)

An examination of the ethnic and racial components of the Americas, tracing issues such as national participation and cultural formation within the context of differing interpretations of the history of the Americas.

HIST 274 Major International Issues in Historical Perspective

A course that explores the historical dimensions of current global issues. It may

focus on themes or regions, explaining current conflicts and challenges through their development over time.

HIST 378. The Historian's Craft: Historical Methods (3:3:0)

This course is designed to encourage critical thinking about the possibilities of historical knowledge as well as changing methodologies of research, analysis and interpretation. It also deals with crucial issues facing the history student in her or his choice of a career in history, discusses professional ethics and introduces the most important tools of research. History majors will take this course as they begin upper division coursework. Prerequisite: HIST131-132, at least 6 hours of 200-level history.

HIST 380. Patterns (3:3:0)

A course in this category provides an exploration of social, political, cultural, or economic patterns in specific world regions or historical periods. The course may focus on the key patterns of one group over time or of different nations during a specific period. For example, a course could cover selected imperial patterns from the Sumerians to the British. May be repeated for credit when topics change. Prerequisite: Junior standing, or instructor's permission.

HIST 381. Frontiers (3:3:0)

A course in this category provides an exploration of frontiers -from geographic to virtual- in varying world regions and historical periods. The emphasis will be on comparable experiences in different geographic regions, but may also focus on one specific area. For example, a course could cover nineteenth century cultural frontiers in Canada, Russia, southern Africa, and the U. S. May be repeated for credit when topics change. Prerequisite: Junior standing, or instructor's permission.

HIST 382. Migrations (3:3:0)

A course in this category provides an exploration of human migrations -forced and voluntary- within, between, and among varying world regions over time or during specific historical periods. For example, a course could cover Spanish, African, Irish, and Chinese migrations to the Americas. May be repeated for credit when topics change. Prerequisite: Junior standing, or instructor's permission.

HIST 383. Communities (3:3:0)

A course in this category provides an exploration of how humans define and organize their communities in specific world regions and historical periods. Course may focus on gender, race, ethnicity, and class as well as other historically important markers. For example, a course could explore how specific cultural groups in North America, Western Europe, and Southeast Asia have redefined themselves in the period from the Industrial Revolution to the present. May be repeated for credit when topics change. Prerequisite: Junior standing, or instructor's permission.

HIST 384. Regions and Regional Dynamics (3:3:0)

A course in this category covers the history of specific world regions. For example, a traditional History of China course could be offered. May be repeated for credit when topics change. Prerequisite: Junior standing, or instructor's permission.

HIST 385. International Interactions (3:3:0)

A course in this category provides an exploration of global contacts, connections and interactions during different historical periods. The focus could be on diplomatic history, economic exchange, or other forms of international interaction. For example, a course on U. S. diplomacy with the Middle East could be offered. May be repeated for credit when topics change. Prerequisite: Junior standing, or instructor's permission.

HIST 386. Readings in History and Other Disciplines (3:3:0)

A course in this category provides an exploration of how writers from a variety of academic and national backgrounds have looked at historical events, the process of making sense of what has occurred, and the steps involved in sharing with a larger public. For example, a course could cover nineteenth century Latin America with readings from biologists, geographers, diplomats, and general travelers. May be repeated for credit when topics change. Prerequisite: Junior standing, or instructor's permission.

HIST 410, 420, 430. Independent Study (X:X:X)**HIST 439. History Internship (3:X:X)**

Internships are available in museums, historical associations, state historic sites, offices, and archives. They are designed to give students experience in a public agency setting under close supervision. Prerequisite: department approval.

HIST 478. Research Seminar (3:3:0)

Offered every spring, this course is designed to give advanced history students experience in research and public presentation of research results. Topics change annually according to instructor and student interest. Students are expected to take HIST 378 in the semester immediately preceding HIST 478. Prerequisite: HIST 131-132, nine hours of 200-level courses, at least nine hours of 300-level courses including HIST 378, and at least junior standing.

HONORS PROGRAM

The Texas Lutheran University Honors Program provides educational challenges and responsibilities for highly gifted and motivated students. Recognizing that honors students are broadly and intensely curious, adventuresome, and creative, the university provides unique honors courses populated only by honors students and taught by professors who relish the pedagogical challenges raised by these dynamic students. In addition to an honors curriculum that provides both traditional and non-traditional mechanisms for learning, the Honors Program offers special features designed to enhance the education of honors students.

BASIC FEATURES OF THE HONORS PROGRAM**I. Degree Requirements for graduating as an Honors Program participant**

Being an Honors Student does not entail taking a larger number of courses. The University's minimum requirements of 124-credit-hours for graduation, and the associated 30 upper division-hour requirement, apply to all students. Students must maintain a 3.25 cumulative grade point average to remain in the Honors Program. Essential differences in the Honors Program curriculum are as follows:

- A. **Foundations of Liberal Education Requirements:** No significant change for honors student. As is the case with the general student, the honors student must complete COMP 131 and 132, FREX 134, three hours MATH, or be exempt from them by advanced placement examination. Entering freshmen honors appointees are required to take the honors section of FREX 134 (FREX 134 HON). Honors students who are appointed after their freshman year need to take FREX 134, but receive a waiver from the HONR

section of the course.

- B. **Major:** Honors students meet the same major requirements as other students except that six major hours must be for honors credit.
- C. **Supporting courses:** No change for honors students
- D. **Dimension of Liberal Education requirements:** Honors students meet the two-course requirement in the Theological Dimension by completing Introduction to Theology Honors (THEO 133-Honors) and a second Theology course of their choosing. In each of the other dimensions, honors students need to take only three hours; the natural science dimension must include a laboratory course.
- E. **Electives:** Honors students ordinarily have more options for electives, due to the smaller number of courses required in the subject areas.
- F. **Honors Courses:** Honors students must enroll in 21 hours of specially designed courses identified with the designator HONR. These twenty-one hours are not additional hours; they substitute for hours required of general students. (For details, see “Curriculum Requirements for Honors Program Students”.)

II. **Additional Benefits for Honors Program participants**

- A. Individualized Curriculum Plan. Instead of the regular degree requirements noted above, an honors student may propose to the Honors Program Advisory Committee a customized degree plan which is particularly crafted to meet the intellectual and/or career interests of the individual honors student.
- B. Study Grants: Honors students may apply for funds to support special research and study efforts while they are enrolled at TLU.
- C. **Cultural Event Reimbursement:** Honors students who attend area cultural events may receive reimbursement for part of the ticket price.
- D. Important information about courses, conferences, graduate scholarship opportunities, cultural event opportunities in the area, and on-campus events etc. are shared with honors students by e-mail correspondence from the Honors Program office.
- E. **Restricted Enrollment courses:** The twenty-one hours of Honors Program courses are restricted to honors students.
- F. **Special Academic Advising:** Honors students formulate their degree plans in consultation with faculty advisors in their majors, and the Honors Program Director provides supplemental advising as well.
- G. **Social opportunities:** The Honors Program Center provides a campus location for honors students and their friends to gather. Social events and field trips are scheduled each semester.

APPOINTMENT TO THE HONORS PROGRAM

- A. Applications are accepted during the spring and fall:

1. Graduating high school seniors may apply in the spring semester preceding their fall enrollment at TLU
 2. First-year students may apply during their first fall semester at TLU
 3. Transfer students may apply during the semester preceding their first semester at TLU
- B. To apply, students must:
- have a 3.5 cumulative GPA
 - have completed fewer than 40 semester hours of university work
 - complete the application, available at the Honors Website, http://www.tlu.edu/academicspecial_honors_program
 - submit two letters of recommendations
- C. Transfer students who have FREX134 waived upon admission will have the Honors FREX134 requirement waived. All other Honors requirements must be satisfied.
- D. Details about acceptance criteria are available from the Honors Program Director.

CURRICULUM REQUIREMENTS FOR HONORS PROGRAM STUDENTS

Members of the TLU Honors Program must fulfill Honors Program course requirements of twenty-one credit hours. Only Honors Program students may enroll in honors courses. Honors courses fall into three categories.

HONORS PROGRAM COURSES TWELVE HOURS OF INTERDISCIPLINARY COURSES

Twelve of the required twenty-one hours are earned by taking the following four interdisciplinary Honors Program Courses:

FREX 134 (HONR) Exploring the Arts and Sciences (3:3:0)

A special honors section of FREX 134 designed to meet the orientation needs of entering first-year honors students as well as to fulfill the core course requirement. Offered each fall term. (Non-freshmen appointees receive a waiver from the honors section of this course, but need to take FREX 134 for graduation.) Offered every fall term. Prerequisite: First-year Honors student.

HONR 331: Directed Readings in the Subject Areas (3:X:0)

An interdisciplinary readings course. From a list submitted by faculty members, honors students select a book from each of the liberal education dimensions: humanities/arts, social science/cross-cultural, natural science, and personal well being/theology. During the term, students and faculty meet in small groups to discuss the books, identifying discipline-specific societal or cultural issues. Students submit a paper for each book they have read. This course should be taken during the sophomore year. Offered every fall term. Prerequisite: FREX 134H.

HONR 332: Interdisciplinary Team-taught Seminar (3:3:0)

Team-taught by two tenure-track professors from two different disciplines. Drawing

on their academic disciplines and personal interests, the two instructors determine the topic for the course. Students will study the topic as a group and, after identifying major issues, each student will construct his/her own project in which a course-related issue is examined from the students' disciplinary perspective. In consultation with the instructors, students will develop a research plan for the project, which will include examination of the subject from multiple perspectives, identification of conflicting arguments within the discipline, and analysis of credible data. Students will present their final evaluation of the issue as both a formal paper and a class presentation. This course is offered each spring term and should be taken during the junior or senior year. Prerequisite: Junior standing.

HONR 431: Senior Honors Capstone Seminar (3:3:0)

A capstone interdisciplinary course for honors students during their senior year. Honors students from various disciplinary specialties research and examine a topic determined by the instructor. Pre-registered honors students, in consultation with the instructor, select resources and determine assignments for the course. Subsequent to studying the agreed-upon resources, students will work in small groups, each comprised of representatives from multiple academic disciplines, to identify an issues based problem and to strategize, research, evaluate, and suggest solutions. The results of the project will be presented both orally and in written form and will include suggestions for a community-based service project, which would help to ameliorate the problem. Offered each fall and spring term. Prerequisite: Senior standing.

THREE HOURS OF THEOLOGY 133-HONORS

THEO 133 (HONR) Introduction to Theology (3:3:0)

An examination of basic affirmations of the Christian faith. Attention is given to the origin and development of key theological concepts. Emphasis is placed upon the contemporary significance of theological reflection. offered every spring term. Enrollment is limited to members of the TLU Honors Program.

DEPARTMENTAL HONORS COURSES (SIX HOURS)

Six of the required 21 hours for honors program students are earned by taking special honors-designated courses in the students' major fields of study. This six hour requirement emphasizes the importance of honors students' attainment of superior skill in their major disciplines. All six of these hours must be in upper division courses in the major. A general principle is that courses must, in some notable and obvious way, individualize the learning experience to address the interests and needs of honors students. (Honors students with more than one major must take all six hours in one major.)

MECHANISMS FOR HONORS PROGRAM PARTICIPANTS TO EARN HONORS CREDITS IN THEIR MAJORS

Departments, utilizing one or more of the three mechanisms explained below, have formulated plans for their honors students to meet the six-hour requirement.

COURSE MECHANISMS

I. Catalogue Courses with Honors as a course designator

These courses have "Honors" in their course designators. They may be used by any department.

731. Honors Thesis Research (3:X:X)

Research for the senior honors thesis, generally conducted during the fall semester of the senior year and directed by a faculty advisor.

732. Honors Thesis (3:X:X)

Preparation of the senior honors thesis, generally conducted during the spring semester of the senior year and directed by a faculty advisor.

Option for students in performance fields:

733. Honors Performance Project Research (3:X:X)**734. Honors Performance Project (3:X:X)**

There is no paperwork connected with registration for these 7XX Honors courses. However, these courses need to be approved by the department chairperson.

II. Department Courses at the 300 or 400 level.

These may be utilized for honors credit if an honors student has filed an Honors Program Contract Agreement with the Registration and Records office, academic department, instructor of the course, and the Honors Program office. Each student, in consultation with the course instructor, must complete a contract, obtain the necessary signatures, and distribute copies to the persons/offices designated on the contract. The Honors Program Advisory Committee reviews all contracts to determine their suitability.

The Honors Program Contract Agreement form is available from the Honors Program office. This form must be completed and submitted to the Registration and Records office before the beginning of the term in which the course will be taken. Honors students register for the course during the regular early registration period, but official designation of the honors credit is not complete until contracts are filed with the Registration and Records office. Please note: 379 Special Topic is a convenient and available option in most departments. It may be utilized for HONR credit when accompanied by an Honors Program Contract Agreement.

III. Independent Study, Directed Study, or Internship courses at 300 or 400 level.

By their very nature, Independent Study, Directed Study, and Internship courses entail individualization of the course, and thus do not require Honors Program Contract Agreements to guarantee individualization. Additionally, the approval of the Honors Program Advisory Committee is not required for these courses. Required forms for these courses are provided by the Registration and Records office. The only difference for honors students as compared to general students using these forms is that honors or HONR or H must be clearly stated as part of the course description in order to secure honors credit.

Please note. Some departments have their own departmental internships listed in their departmental offerings. For example, BUSI department has a BUSI 419, 429, 439 Internship course; Biology department also has this arrangement. However, in all cases and for all departments, whether they have an internship listing or not in their catalogue offerings, an Internship Agreement form, available

in the Registration and Records office, must be completed and filed with the Registration and Records office.

Additional information about the TLU Honors Program is available by contacting the Honors Program Director, Dr. Betsey Gail Rand, at 830-372-6042, or by email at brand@tlu.edu.

INFORMATION SYSTEMS

The B.S. degree in information systems combines extensive work in both computer science and business. Graduates in this area are ready to use computer technology in the application of business principles to data-driven decision making. Information Systems majors may not minor in Computer Science.

Major in Information Systems (B.S. degree): 36 hours, including ISYS 231, CSCI 238, 239, 332, 334, 371, 436, 471 or STAT 375, MATH 136 or MATH 241, CSCI 437, 6 additional hours in Computer Science (3 upper division).

Supporting courses for Information Systems: 30 hours including BUSI 231, 232, 332, 338, 373, 377, 472, COMM 374, ENGL 335, STAT 374.

INFORMATION SYSTEMS

ISYS 133. Applications Software (3:3:0)

This is a hands-on class taught in the computer lab. Topics include: operating systems (Windows), word-processing, use of spreadsheets, databases, and the internet. Designed for non-computer science majors.

ISYS 231. Introduction to Information Systems (3:3:0)

As an introduction to information systems (IS), it is the goal of this course to present the core of IS principles that every IS student should know. Topics include hardware, software, networks, internet, transaction processing and ethical issues.

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY

INTR 211, 212, 311, 312. Krost Seminar (1:X:X)

Topics included in this seminar are related to well-being and health and enable students to explore these areas in greater depth. The course may be used for elective or subject area credit only and is open to any student, but particularly for students who participate in the Krost testing program. The course may be repeated to include three different topics. (211, 311 for fall; 212, 312 for spring.) Past topics have included "Called to Make a Difference" and "Volunteerism" taught by the campus pastor.

INTR 214. Cross-Cultural Reflections (1:1:X)

This course is only for students recently returning from affiliated study abroad programs or international students studying at Texas Lutheran. It is designed to help international students adjust and U.S. students re-adjust to U.S. culture and to contextualize their international experiences. Themes will include, but not be limited to exploration of experiences before, during, and after study abroad, and the literature of cross-cultural experience will be consulted. It is required for students seeking the International Studies major and for all entering international students.

INTR 231. Global Perspectives (3:3:0)

This interdisciplinary course introduces global issues, stressing interdependence and focusing on topics including but not limited to national security, human rights, environmental issues, economic development, and cross-cultural awareness.

INTR 378. Practicum in Academic Tutoring and Supplemental Instruction (3:3:0)

An introduction to the nuances of peer tutoring. Focusing on the general topics of learning theory, this course will show how various learning styles can be integrated in helping tutors/SIs lead peers to become more active in their own learning, developing study skills and understanding of course materials. Topics on cultural awareness and inter-cultural communications will also be covered, as well as group management skills.

INTERNATIONAL STUDIES

The international studies major helps equip students for international careers, including in diplomacy, business, research, development and relief agency work, education, religious organizations, and other areas. The major is interdisciplinary in content, emphasizing the breadth of knowledge in the liberal arts and sciences required to function successfully in the modern world. Students must achieve post-intermediate expertise in a foreign language, study abroad for at least a four week period in a TLU-sponsored program, and complete an interdisciplinary capstone experience. Students consult with their academic advisor and with the Director of International Education to select a country or region of the world appropriate for their language study and study abroad experience. Additional information about study abroad is provided in the special academic programs section of the catalog.

Major in International Studies: (B.A. degree): 28 semester hours, including INTR 231, INTR 214, INTL 431 (capstone), HIST 234, GEOG 231 or ENG 271, POLS 235 or 237, ART 274 or 275; and 9 additional hours selected from: GEOG 331, MUSI 331, THEO 334, ECON 339, ECON 431, POLS 432, POLS 434. In addition, a study abroad experience is required, lasting not less than four weeks, and during which the student earns not less than six hours of academic credit.

Supporting courses: 19 hours of credit as follows: six hours of foreign language at the 300-level or above; HIST 131 or 132; ECON 237; POLS 231; and ENVS 140.

INTL 431: Interdisciplinary capstone course for international studies major. Students will fulfill this requirement via registration in a departmental capstone course, with approval of the instructor and their international studies major advisor. Research topic should be interdisciplinary and appropriate to the capstone discipline chosen as well as to international studies

KINESIOLOGY

The mission of the kinesiology department is to integrate the liberal arts and sciences with the development of values and attitudes associated with a healthy and well-disciplined body. Through effective teaching and personal involvement,

we strive to provide a process that leads to the development of competent, creative, and ethical students for leadership and service as teachers of physical education, athletic trainers, sport/fitness managers and exercise scientists.

The kinesiology department offers 1) advanced theory courses in kinesiology leading to a major or teaching field, and 2) personal well-being courses. Refer to general education guidelines for specific information. The student may choose to present up to three additional activity credits as electives. Generally a student is not permitted concurrent registration in physical activity courses.

Major in kinesiology (generalist specialization) (B.A. degree): 29 semester hours including KINS 121, 135, 234, 434, 335, 476; plus 12 additional hours in kinesiology to be determined by the student and advisor.

Supporting courses for kinesiology generalist specialization (B.A. degree): 24 semester hours, including BIOL 147-148, CHEM 133; plus 13 hours to be determined in conjunction with a kinesiology academic advisor and to be approved by the department chair.

Major in kinesiology (specialist specialization) (B.S. degree): 34-35 semester hours including KINS 121, 135, 234, 434, 335, 476; plus 17-18 additional hours in kinesiology to be determined by the student and advisor.

Supporting courses for kinesiology specialist specialization (B.S. degree): 24 semester hours, including BIOL 147-148, CHEM 133; plus 13 hours to be determined in conjunction with a kinesiology academic advisor and to be approved by the department chair.

Major in kinesiology (Teaching/Coaching All-Level certification specialization) (B.S. degree): 29 semester hours, including KINS 121, 135, 234, 434, 335, 476; plus KINS 373, 374 or 375, 382; and KINS 238, 333, or 480. Another 18-24 semester hours towards a second teaching field is also required.

Supporting courses for Teaching/Coaching All-Level certification specialization (B.S. degree): 24 semester hours of the required courses for teacher education.

Major in kinesiology (Exercise Science specialization) (B.S. degree): 35 semester hours, including KINS 121, 135, 234, 434, 335, 476; plus KINS 376, 479; plus 12 hours selected from KINS 230, 238, 333, 430, 433, 480.

Supporting courses for Exercise Science specialization (B.S. degree): 33 semester hours, including BIOL 147-148, 235, 431; CHEM 143, 144 or 341; PHYS 141-142; STAT 374.

Major in kinesiology (Sport and Fitness Management Specialization) (B.S. degree): 38 semester hours, including KINS 121, 135, 234, 434, 335, 476; plus KINS 238, 479, 480, and 12 hours from KINS 230, 333, 376, 379, 430, 433, 439.

Supporting courses for Sport and Fitness Management Specialization (B.S. degree): 29 semester hours, including BIOL 147-148, 235; BUSI 231 or 235, 337, 373, 378; CHEM 133; SOCI 372.

KINESIOLOGY

Skill Activities: Team Sports (1:0:2)

KINS 113. Volleyball and Basketball

KINS 115. Softball

Skill Activities: Individual and Dual Sports (1:0:2)

KINS 119. Golf

KINS 211. Tennis

KINS 212. Weight Training

KINS 212A. Aerobic Fitness Activities

KINS 213. Racquetball

Skill Activities: Dance and Aquatics (1:0:2)

KINS 110. Basic Scuba Diving*. Prerequisite: basic swimming skills.

KINS 214. Folk Dance

KINS 216. Swimming and Emergency Rescue

KINS 314A. Mountain Biking in outdoor education*

KINS 314B. Hiking and Backpacking in outdoor education*

KINS 314C. Canoeing and Kayaking in outdoor education*

KINS 315. Advanced Scuba Diving*. Prerequisite: must have at least an open-Water I Certification or its equivalent.

KINS 316. Lifeguard Training. Prerequisite: basic swimming skills.

KINS 318. Master Diver Certification*. Prerequisite: KINS 315.

KINS 319. Special Topic: Activities offered on demand and with appropriate staff qualifications.

* Fee required.

PROFESSIONAL KINESIOLOGY

KINS 111P. Practicum in Athletic Training (1:1:X)

This course is intended for students accepted on a probationary status to the athletic training education program. This is a laboratory based course designed to introduce students to the athletic training profession, procedures of the TLU athletic training education program, and basic level clinical skills necessary to complete upper level clinical education requirements of the program.

KINS 112P. Practicum in Athletic Training (1:1:X)

This course is intended for students accepted on a probationary status to the athletic training education program. This is a laboratory based course designed to continue exposing students to the athletic training profession, procedures of the TLU athletic training education program, and basic level clinical skills necessary to complete upper level clinical education requirements of the program. Prerequisite: KINS 111P.

KINS 120. Prevention and Care of Athletic Injuries (2:2:1)

An introduction and overview of the field of athletic training. Emphasis will be placed on gaining the knowledge and practical skills necessary to manage athletic injuries. Topics to include: injury recognition, taping/wrapping, wound care, injury treatment, modality use, and rehabilitation.

KINS 121. Contemporary Wellness (2:2:1)

A lecture-laboratory course designed to provide the student with an appreciation and

understanding of the dimensions of personal wellness, including an emphasis on the development of health-related fitness and nutrition. Laboratory experiences provide an opportunity to establish habits conducive to optimal well-being and quality of life.

KINS 122. First Aid and Medical Self Help (2:2:1)

Course is designed to provide the students with an overview and basic understanding of the body systems and the injuries, diseases, and illnesses that can affect these systems. Emphasis is placed on recognition and management of emergency situations, and development of appropriate skills. A lecture/lab format is used. Upon completion of the course, the student may become certified by the American Red Cross in advanced First Aid and adult CPR.

KINS 135. Foundations of Kinesiology (3:3:0)

Historical development of programs in sport, fitness, and physical education. Principles and their application in planning a modern physical education program.

KINS 211P. Practicum in Athletic Training (1:1:X)

This course is intended for sophomore level students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to begin instruction of clinical proficiencies in athletic training. Emphasis will be placed on clinical proficiencies in the areas of clinic operations, acute care, protective taping, risk management, and pharmacology procedures.

KINS 212P. Practicum in Athletic Training (1:1:X)

This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of protective taping, risk management, and specific injury management. Evaluation of proficiencies will be preformed in the areas of clinic operations, acute care, protective taping, risk management, and pharmacology procedures. Prerequisite: KINS 211P.

KINS 220, 230, 320, 330. Directed Study (X:X:X)

Individualized study in topics of special interest under the supervision of a faculty member.

KINS 232. Introduction to Adapted Physical Education (3:3:0)

An overview of the knowledge and subject matter commonly included in adapted physical education; provides opportunities to develop competency for teaching physical education to persons with disabilities.

KINS 234. Motor Learning (3:2:2)

Emphasis on the many aspects of learning and performance of motor skills dealing specifically with selected concepts of skill development and their application in practice. Lecture and laboratory experiences.

KINS 238. Foundations of Athletic Training (3:2:2)

Examination of scientific foundations in the field of athletic training. Emphasis will be placed on examination of the body's response to trauma, injury management, medical terminology, and rehabilitation.

KINS 271. Assessment of Athletic Injuries I (3:2:2:)

This course includes an in-depth look at the evaluation of injuries to the upper extremities, head and thorax. other topics will include emergency management of injuries, goniometry, manual muscle testing, and isokinetic testing. Prerequisite: BIOL 147-148.

KINS 272. Assessment of Athletic Injuries II (3:2:2)

This course includes an in-depth look at the evaluation of injuries to the lower extremities, pelvis, and abdomen. Other topics include emergency management of injuries, goniometry, manual muscle testing, and isokinetic testing. Prerequisite: BIOL 147-148, KINS 271.

KINS 311P. Practicum in Athletic Training (1:1:X)

This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, basic assessment and evaluation, and communication. Evaluation of proficiencies will be performed in the areas of risk management, basic assessment and evaluation, nutrition, and specific injury management. Prerequisite: KINS 212P.

KINS 312P. Practicum in Athletic Training (1:1:X)

This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, acute care, presentations, and communication. Evaluation of proficiencies will be performed in the areas of therapeutic modalities, specific injury management, and presentations. Prerequisite: KINS 311P.

KINS 333. Motor Skill Development (3:3:0)

An examination of the factors affecting physical growth, factors influencing the acquisition of fundamental motor skills, and the effects of aging on physical performance.

KINS 335. Physiology of Exercise (3:3:0)

Designed to develop an understanding of some of the physiological and biochemical events occurring in the human body during work stress and physical exercise. Prerequisite: BIOL 147-148.

KINS 371. Administration of Athletic Training Programs (3:3:0)

Examination of issues relating to management of a comprehensive athletic training program. Administrative and legal issues, risk management, conflict resolution, budgeting, personnel, record keeping, and policy development.

KINS 372. Therapeutic Modalities (3:2:2)

An examination of the theories, principles, and application of therapeutic modalities in a clinical setting. Prerequisite: BIOL 147-148.

KINS 373. Theory of Coaching Baseball, Track, and Soccer (3:3:0)

Theory, fundamental skills, and strategies of play. Conditioning, training, scouting, game preparation, and rules interpretations.

KINS 374. Theory of Coaching Basketball/Football (3:3:0)

Evaluation of modern methods of team play, offensive and defensive systems, fundamentals, and strategy. Scouting techniques, practice organization, keeping records and statistics, and rules interpretations.

KINS 375. Theory of Coaching Basketball/Volleyball (3:3:0)

Analysis of offensive and defensive systems, individual and team drills, conditioning and training procedures, scouting, keeping records and statistics, and rules interpretations.

KINS 376. Theory of Strength Training (3:3:0)

Study of the principles of advanced strength training. Emphasis will be placed on testing procedures, lifting technique, and program design. At the completion the student will be prepared to take the NSCA-CPT, CSCS, and U.S. Weight Lifting Federation certification examinations.

KINS 377. Early Childhood Motor Programming (3:3:0)

Emphasis on promoting optimal physical growth and development through individualized gross/fine motor skill and health-related physical fitness programming. Laboratory teaching experiences are provided which focus on gaining knowledge and experience in assessment and programming of motor development activities for young children ages 3-9.

KINS 378. Therapeutic Exercise in Rehabilitation (3:3:0)

An examination of the theories, principles, and applications of therapeutic exercise in the rehabilitation of injuries. Prerequisite: BIOL 147-148.

KINS 379. Special Topic (3:3:0)

Specialized topics for kinesiology majors. offered only upon sufficient demand and availability of staff. May be repeated for credit as topics change. Possible topics include: outdoor recreation, community recreation, sport psychology.

KINS 381. Pharmacological Concepts in Sports Medicine (3:3:0)

An introduction to the principles, physiology, and administration of common Pharmacological agents used in Sports Medicine. Prerequisite: BIOL 147-148.

KINS 382. Methods of Teaching Physical Education Activities (3:2:2)

This course is designed to equip the student with an understanding of essential concepts involved in performing and teaching selected activities in elementary and secondary physical education programs.

KINS 410, 420, 430. Independent Study (X:X:X)

Independent study and research in specific areas of interest.

KINS 411P. Practicum in Athletic Training (1:1:X)

This course is intended for senior level students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, communication, and administration. Evaluation of proficiencies will be performed in the areas of therapeutic exercise, acute care, presentations, communications, and specific injury management. Prerequisite: KINS 312P.

KINS 412P. Practicum in Athletic Training (1:1:X)

This course is intended for senior level students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of peer teaching, athletic training presentations, and preparation for oral practical examination. Evaluation of proficiencies will be performed in the areas of specific injury management, administration and communication. Prerequisite: KINS 411P.

KINS 433. Measurement and Evaluation (3:3:0)

Principles and techniques of testing and evaluation of performances in sport, fitness, and physical education programs. offered fall semester.

KINS 434. Senior Capstone Seminar (3:3:0)

A culminating experience for senior kinesiology students, typically taken during the student's last semester at TLU. This course includes application of knowledge learned in the discipline and reflection on leadership and service. Students will demonstrate knowledge and ability in written and oral communication, ethical reasoning, and research presentation skills appropriate for a graduating senior.

KINS 419, 429, 439. Internship in Kinesiology (X:X:X)

Designed to provide students with opportunities to work in special interest areas such as public schools, community or agency-sponsored recreation and aquatic facilities, medical clinics, fitness centers, etc., to gain first-hand insight into these areas. A study component must be agreed on.

KINS 476. Biomechanics (3:3:0)

Designed to equip the student with knowledge and understanding of movement through the application of principles of mechanical physics to the structure and function of the living human system. Prerequisite: BIOL 147-148.

KINS 479. Exercise Testing and Prescription (3:3:0)

This course is designed to give the advanced student in kinesiology an in depth knowledge of the theory and practical application of exercise performance evaluation and prescription. Designed to meet requirements of the American College of Sports Medicine Certification Programs. Prerequisite: KINS 335.

KINS 480. Leadership in Coaching and Administration. (3:3:0)

This course explores leadership, policy, legal, budget, and public relations aspects of coaching and program administration in athletics and kinesiology.

LANGUAGE

Instruction in language acquisition courses focuses on practical applications in the target cultures. The proficiency-based curricula give special emphasis to communicative competence. Students are encouraged to create with the language, using a range of functions necessary to interact effectively in culturally authentic contexts. Cultural understanding is promoted so that students are prepared to comprehend, accept, and live harmoniously in the target-language community. Each successive level introduces new material while reinforcing those language skills previously acquired.

LANGUAGES**LANG 335. Methods and Materials for Teaching Foreign Language (3:3:0)**

Methods, materials, and techniques used in teaching foreign languages. Applied linguistics as it relates to second language teaching in grades 1-12. Prerequisite: Six hours of education courses, any 300 or 400 level course in a foreign language, or instructor's permission.

LANG 379. Special Topic (3:3:0)

May include topics crossing language boundaries or special topics within language boundaries. May be repeated for credit when topics change. Prerequisite: Consent of instructor.

LANGUAGES ACROSS THE CURRICULUM

The Languages Across the Curriculum (LAC) program is a purposeful intersection between interdisciplinary learning and language acquisition. The student realizes and develops a greater penetration and a more pertinent perspective provided by reading relevant course materials in the language in which they were originally written.

Languages Across the Curriculum work at Texas Lutheran provides study opportunities beyond the scope of the department of modern languages that add breadth and depth in the study of a language other than English, enhance the quality of the student's life, increase the student's understanding of other cultures, and improve the student's skills needed for employment in a global economy.

Students who wish to begin Languages Across the Curriculum work must demonstrate a proficiency in the language other than English equal to or exceeding successful completion of five or more semesters of the language at Texas Lutheran. Languages Across the Curriculum work will be possible only in those languages and courses in which Texas Lutheran faculty members are able and willing to provide the necessary instruction in a language other than English.

Currently, work is available in Spanish and in selected courses in history, theology and literature. LAC work requirements are completed by enrolling in Spanish 300 and doing at least 25 percent of the reading assignments and at least 25 percent of the writing assignments in Spanish in the available selected course.

In order to qualify for a transcript notation in Languages Across the Curriculum, a student must have registered for and successfully completed the required work in at least three Spanish 300 courses at Texas Lutheran. After successful completion of the requirements for each Spanish 300 course, a form available in the office of the Registration and Records will be signed by the instructor who supervised the Languages Across the Curriculum work and by the history, theology, or literature course instructor. Copies of this form will be sent to the student and his/her academic advisor. After a student has completed at least three of the LAC courses, the student may submit a request on a form available in the office of Registration and Records signed by the student and by the academic advisor of the student, for a transcript notation of Languages Across the Curriculum work at Texas Lutheran.

[DEPARTMENT IN WHICH COURSE IS TAKEN]

300. Languages Across the Curriculum (0:X:X)

MATHEMATICS

The student majoring in mathematics may choose from the B.A. or B.S. degree. Both courses of study provide a firm background in undergraduate mathematics. We also offer a specialized B.S. program in mathematics which is designed for students who wish to pursue career opportunities in actuarial science.

For students who major in other areas, we offer a minor in mathematics. It

reflects the additional academic achievements of the student, and it enhances the value of a major in any other area.

Major in mathematics (B.A. degree): 32 semester hours, including MATH 234, 241, 242, 331, 333, 334, 335 or 432, 437, and either six additional upper division hours in mathematics or STAT 375 and three additional upper division hours in mathematics.

Supporting courses (B.A. degree): 24 semester hours, including STAT 374, and 21 semester hours in the natural sciences, the social sciences, or business administration with at least 15 hours in one discipline.

Major in mathematics (B.S. degree): 38 semester hours, including MATH 234, 241, 242, 331, 333, 334, 335, 432, 433, 437 and six additional upper division hours.

Supporting courses (B.S. degree): 24 semester hours, including STAT 374, 375 and 18 semester hours in the natural sciences, the social sciences, or business administration with at least 15 hours in one discipline.

Major in mathematics (B.S. degree - pre-actuarial science specialization): 38 semester hours, including MATH 233, 234, 241, 242, 331, 333, 334, 338, 433, 437, and six additional upper division hours in mathematics.

Supporting courses for pre-actuarial science specialization: 27 semester hours, including STAT 374, 375; CSCI 136 or 238; ENGL 335; and 15 hours selected from BUSI 231, 232, 339, 373, 377, ECoN 237.

Minor in mathematics: 18 semester hours, including MATH 231, 232 and 12 additional semester hours selected from Math 148 or higher (a minimum of six hours upper division).

MATHEMATICS

MATH 113. Workshop in Mathematics (1:1:0)

An introduction to problem solving in College Algebra. Designed for students needing to improve their problem solving skills. May be taken prior to or concurrently with MATH 133. Strongly recommended for students repeating MATH 133 or having math SAT score of 430 or less.

MATH 130. College Mathematics (3:3:0)

This course exposes students to new styles of mathematical thinking which are unlike the Algebraic topics covered in a standard high school curriculum. Topics vary by instructor, but sample topics include set theory, introduction to logic, counting methods, probability, statistics, personal finance, and voting and apportionment. Recommended for most students planning to major in English and Communication, Modern Languages, History, Fine Arts, Philosophy and Theology.

MATH 133. College Algebra (3:3:0)

This course covers equations, functions and their graphs, including linear, quadratic, exponential and logarithmic functions. Word problems are emphasized. Intended to prepare students for MATH 136 or MATH 148. Recommended as the lowest level mathematics course for students planning to major in Business Administration, Economics, Natural Sciences, Math, Computer Science, Information Systems, Social Sciences, Kinesiology and Education.

MATH 136. Calculus for Business, Economics and Social Sciences (3:3:0)

Differential and integral calculus with applications to business, economics, and social sciences. Prerequisite: MATH 133.

MATH 148. Elementary Functions (4:3:3)

This course prepares students to take Calculus I, by focusing on functions, their graphs and domains, with particular emphasis on exponential and logarithmic functions, and trigonometric functions. Prerequisite: MATH 133, or Math SAT greater than 500, or ACT greater than 21.

MATH 233. Discrete Mathematics (3:3:0)

Sets, functions; logic and logic circuits; relations on sets; combinatorics; introduction to graph theory. Prerequisite: MATH 241.

MATH 234. Introduction to Advanced Mathematics (3:3:0)

This course serves as an introduction to techniques and abstractions used in advanced mathematics. While the content will vary according to instructor, heavy emphasis is placed on learning to write proofs and exposure to a wide array of examples of proofs. Possible content includes logic, number theory, basic point-set topology, set theory, and metric spaces. Prerequisite: MATH 241

MATH 241. Calculus I (4:3:3)

Introduction to Calculus, with an emphasis on problem-solving instead of theoretical underpinnings. Topics covered include limits, the definition of the derivative, derivative rules, applications of the derivative, maxima and minima, basic integration and the Fundamental Theorem of Calculus. Prerequisite: MATH 148, or Math SAT greater than 620 or ACT greater than 31.

MATH 242. Calculus II (4:3:3)

A continuation of Calculus I, this class covers more integration techniques, applications of integration including volumes of solids of revolutions, and sequences and series, including Power Series and Taylor Series. Prerequisite MATH 241.

MATH 331. Elementary Linear Algebra (3:3:0)

Introduction to elementary linear algebra with emphasis on systems of linear equations, finite dimensional vector spaces, linear transformations, matrices, eigenvalues, eigenvectors, and applications. Prerequisite: MATH 233 or 234.

MATH 333. Calculus III (3:3:0)

Calculus of several variables, differential and integral vector calculus. Prerequisite: MATH 242.

MATH 334. Differential Equations (3:3:0)

Solutions of ordinary differential equations using classical methods, Laplace transform, numerical methods, power series solutions. Solution of linear systems of ordinary differential equations. Prerequisite: MATH 242.

MATH 335. Introduction to Abstract Algebra (3:3:0)

An introduction to some modern topics in mathematics. Elementary set theory, groups, rings, fields. Prerequisite: MATH 242, 238.

MATH 338. Numerical Methods (3:3:0)

Numerical techniques for solving mathematical models of scientific problems. Topics include the numerical solution of equations, error analysis, numerical differentiation and integration, interpolation and approximations, numerical solution of systems of equations. (Also offered as CSCI 338) Prerequisite: MATH 242.

MATH 375-376. Concepts of Mathematics (3:3:0 each)

Various topics concerning basic concepts of mathematics. Emphasis is on mathematical content of topics applicable to the elementary school curriculum. Designed for students of elementary education. Does not count towards math or computer science major or minor.

MATH 379. Special Topic (3:3:0)

Topics selected by the instructor. Among these topics are number theory, partial differential equations, theory of complex variables, and research methods in computational mathematics. Prerequisite: consent of instructor.

MATH 410, 420, 430. Independent Study (X:X:X)

Intensive, individual study and/or research available to qualified students with a special interest to do advanced work in specific areas not covered by regular courses. Prerequisite: consent of instructor.

MATH 419, 429, 439. Internship (X:X:X)

Practical work experience which complements major course work. one to three hours credit dependent on number of work hours per week. Normally, 80 hours of internship equal to one semester hour of credit. Credit/Non-credit grading. Prerequisite: consent of advisor.

MATH 432. Real Analysis (3:3:0)

Set theory, the real number system, metric spaces, continuous functions, differentiation, Riemann integration. Prerequisite: MATH 333.

MATH 433-434. Mathematical Statistics and Probability (3:3:0 each)

Mathematical theory of probability, random variables on both discrete and continuous sample spaces, elementary sampling theory and hypotheses testing. Prerequisite: STAT 375 and MATH 242.

MATH 436. Introduction to Topology (3:3:0)

An introduction to metric spaces, point sets, sequences, continuity, Topological spaces. Prerequisite: MATH 242 and 331.

MATH 437. Senior Research and Capstone (3:3:0)

A course partially devoted to the readings from the history of mathematics and presentations based on leading figures in the history of mathematics. This will be followed by an investigation of a selected project in mathematics that will include research of the topic and written and oral presentation of the results. Required of all mathematics majors and must be taken during the senior year of study. Prerequisite: Senior standing.

MEDICAL AND HEALTH COMMUNICATIONS

The minor is designed for biology, chemistry, psychology, physics, and kinesiology students who are considering careers as medical and health communication specialists in the pharmaceutical, healthcare institution, and medical publication industries, in media, in the non-profit, community service, and government sectors, and as free-lancers. The courses will familiarize students with the principles of communication and provide them with the skills necessary to be effective writers and speakers.

Minor in Medical and Health Communications: 18 semester hours: COMM 235, COMM 271, COMM 374, ENGL 335, ENGL 339, and PSYC 375 or COMM

335. Students must complete 16 hours of major-level coursework from one of the following disciplines: biology, chemistry, psychology, physics, or kinesiology.

MEXICAN AMERICAN STUDIES

Rooted in the fine arts, humanities, and social sciences, the Mexican American studies minor is a relatively easy and effective way to enhance any major in any discipline by “adding” to that discipline the knowledge, understanding, and appreciation of the predominant ethnic group in the American Southwest, the Mexican American. It is a particularly useful minor for those students entering the teaching, medical, legal, business, or service fields.

Minor in Mexican American studies: 18 semester hours, including MAST 231, SOCI 238, SPAN 375 or higher, HIST 273, MAST 439 and three hours from ENGL 235, HIST 270, SPAN 472, or THEO 374.

MEXICAN AMERICAN STUDIES

MAST 231. Introduction to Mexican American Studies (3:3:0)

This course introduces students to the historical processes that have formed and informed the Mexican American experience in the United States. It provides a contextual and conceptual framework for understanding the contemporary situation of Mexican Americans in American life.

MAST 237: Major Issues in Ethnic and Racial History (3:3:0)

An examination of the ethnic and racial components of the Americas, tracing issues such as national participation and cultural formation within the context of differing interpretations of the history of the Americas. Prerequisite: HIST 131 or 132 or instructor's permission. (Also offered as HIST 273.)

MAST 238. Mexican American Culture in the Southwest (3:3:0)

Based on a conceptual understanding of culture, this course assesses the historical and contemporary context of Chicano culture in the Southwestern United States. It examines, from a revisionist perspective, Chicano cultural history and its manifestations in contemporary forms such as music, food, myths and legends, art, literature, etc. (Also offered as SOCI 238.)

MAST 419, 429, 439. Internship (X:X:X)

Supervised field experience in a setting offering significant contact with Mexican American people and their culture in a work environment. Arrangements must be made during the semester prior to the period of internship. Prerequisite: permission of instructor.

MUSIC

The School of Music endeavors to provide an important arts emphasis to the liberal arts education and to produce qualified musicians and music educators. The inclusion of music in the liberal arts curriculum ensures that all students at Texas Lutheran University will have an opportunity to experience the vital role that music can play in their cultural, aesthetic, and religious lives. The School of Music strives to stimulate growth in the appreciation of music among all members

of the student body, and it provides professional training for those interested in a career in music. In addition, the School of Music contributes musically to the total life of the campus.

The School of Music offers programs leading to a bachelor of music with concentration in either music education, performance, or church music or the bachelor of arts degree in music. Students not majoring in music may earn credit in band, choir, and applied music for satisfying minimum degree requirements. A maximum of four semester hours in band and/or choir may be applied toward graduation. Additional credits earned would be in excess and not creditable toward degree requirements.

ENSEMBLES

Music majors are required to participate each semester in a concert band, string ensemble, or TLU choir.

CHORAL

TLU Choir (see MUSI 118 for description).

TLU Women's Choir (see MUSI 118 for description).

Kantorei Chamber Choir (see MUSI 118A for description).

INSTRUMENTAL

Concert Band (see MUSI 117 for description).

String Ensemble (see MUSI 114 for description) (String only).

Small Ensembles. Participation in standard woodwind, brass, and percussion ensembles is open to qualified and interested students. Appearances are made on campus, and in special events off campus.

MAJOR IN MUSIC – GENERAL REQUIREMENTS:

- All music majors and music minors are required to enroll in MUSI 100. Music majors must attend six of the designated musical events sponsored by the department and music minors must attend three. Failure to fulfill this requirement will result in a reduction of scholarship.
- All music majors are expected to obtain permission from their applied music instructor before participating in public performances not sponsored by the School of Music.
- All music majors must successfully complete a piano proficiency examination. All freshmen will automatically register in Private Piano (AMMS 101sP). The proficiency examination includes skills, sight-reading and a performance of a composition of approved repertoire. The proficiency exam is given during the regular jury examination period at the end of each semester. All students must take the exam by the second semester of the sophomore year. Students are required to take the exam every semester thereafter until all portions are passed. A student who does not pass the exam will be required to register for private lessons until the proficiency has been passed.

- All music majors are required to participate each semester in the concert band or TLU choir. Exceptions to this requirement may be made by the department, but only under rare circumstances.

Bachelor of Music in All-Level Music Education, Vocal Emphasis: 60 semester hours, including MUSI 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 301, 327, 328, 332, 335, 339, 375, 376; MUED 472, 432B; two hours from AMMS* 118c, 114c, 115c, 117c; AMMS* 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; two hours additional AMMS lessons and/or classes; two hours MUSI 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed. (See Education section for additional guidelines regarding admission to the teacher education program.)

Bachelor of Music in All-Level Music Education, Instrumental Emphasis: 60 semester hours, including MUSI 110, 111, 112, 131, 132, 211, 212, 214, 231, 232, 235, 301, 327, 328, 332, 339, 375, 376; MUED 472, 432A; AMMS* 113c, 114c, 115c, 116c, 117c, 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; two hours additional AMMS lessons and/or classes; two hours MUSI 114 or 117 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed. (See Education section for additional guidelines regarding admission to the teacher education program.)

Bachelor of Music in Vocal Performance: 60 semester hours, including MUSI 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 302, 321, 326, 327, 335, 375, 376, 402; MUED 472; AMMS* 121a, 122a, 221a, 222a, 321a, 322a, 421a, 422a; three hours additional AMMS or MUSI 300-level or above classes; two hours MUSI 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Bachelor of Music in Instrumental Performance: 60 semester hours, including MUSI 111, 112, 131, 132, 211, 212, 231, 232, 235, 302, 321, 326, 327, 339, 375, 376, 402; MUED 472; AMMS* 121a, 122a, 221a, 222a, 321a, 322a, 421a, 422a; three hours secondary lessons and/or from AMMS* 113c, 114c, 115c, 116c, 117c, and/or MUSI 214; two hours additional AMMS or MUSI 300-level or above classes; two hours MUSI 114 or 117 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Bachelor of Arts in Music: 33 semester hours, including MUSI 111, 112, 131, 132, 211, 212, 231, 232, 235, 301, 327, 401; MUED 472 or any MUSI 300 or above; AMMS* 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; one hour MUSI 114, 117 or 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Supporting courses for Bachelor of Arts in Music: 15 semester hours, including MUSI 375 or 376 and 12 hours to be determined in consultation with advisor.

Minor in Music: 23 hours, including MUSI 111, 112, 131, 132, 235; AMMS* 111p, 112p, 211p, 212p; two hours MUSI 114, 117 or 118 with enrollment each semester enrolled; six hours upper division music courses.

MUSIC**MUSI 100. Recital Attendance (0:0:6 Majors), (0:0:3 Minors)**

All music majors and minors are required to enroll in this course each semester until requirements are met. Music majors must attend six designated musical events sponsored by the department and music minors must attend three of these events.

MUSI 104. String Ensemble (0:0:2)**MUSI 114. String Ensemble (1:0:2)**

Preparation and performance of selections from the standard orchestral repertoire. Membership is determined by audition.

MUSI 106. Jazz Band (0:0:2)**MUSI 116. Jazz Band(1:0:2)**

Open by audition to all students of the university. A study of the various styles of jazz through performance. Two hours of rehearsal each week plus special rehearsals and concerts both on and off campus. This course does not satisfy the requirement for ensemble credit.

MUSI 107. Concert Band (0:0:5)**MUSI 117. Concert Band (1:0:5)**

Open by audition to all students of the university. The band performs in concert on campus and on tour. Five hours maximum of rehearsal each week plus special rehearsals and appearances. Members are encouraged to enroll for private lessons. A total of four credits may be earned by participating in band or choir or a combination of the two. Credit may not be earned in both band and choir in the same semester. Registration in multiple ensembles is permitted; however, only one credit hour per semester may be applied toward degree requirements.

MUSI 108. TLU Choir (0:0:5)**MUSI 118. TLU Choir (1:0:5)**

Open by audition to all students of the university. A wide range of both sacred and secular literature is performed on campus and on tour. Members are encouraged to enroll for either private or class voice study. Five hours of rehearsal each week plus special sectional rehearsals and appearances. A total of four credits may be earned by participating in band or choirs or a combination of the two. Credit may not be earned in both band and choir in the same semester. Registration in multiple ensembles is permitted; however, only one credit hour per semester may be applied toward degree requirements.

MUSI 108A. Kantorei Chamber Choir (0:0:2)**MUSI 118A. Kantorei Chamber Choir (1:0:2)**

This select choir is comprised of auditioned members of the TLU choir who express an interest in choral repertoire for the small ensemble. Many different styles will be studied and performed; however, the music of our time will be the primary focus of this ensemble.

MUSI 110. Beginning Band and Orchestra Methods of Instruction (1:1:X)

Music methods and practical experiences for the teaching of beginning instrumental music in a classroom setting in the public schools. Emphasis on management, discipline, and motivational strategies. Will include the study of all brass, woodwind, percussion and string instruments and materials and instructional strategies appropriate for this level of instrumental instruction. This course is required prior to enrollment in AMMS 114c, 115c, 116c, or 117c for all-level music education majors.

MUSI 111. Ear-Training and Sight-Singing I (1:1.5:0)

Reinforcement of theoretical concepts presented in MUSI 131, with emphasis placed on vocal production and aural recognition of aspects in tonal music. Aural skills to be developed include recognition, dictation, and vocal production of melodic intervals of an octave or smaller, triadic harmonies (major, minor, diminished and augmented), and rhythms in simple and compound meter.

MUSI 112. Ear-Training and Sight-Singing II (1:1.5:0)

Reinforcement of theoretical concepts presented in MUSI 132, with emphasis placed on vocal production and aural recognition of several aspects found in 18th-century tonal music. An expansion of aural skills to include recognition, dictation, and vocal production of simple and compound melodic intervals, harmonic structures with added sevenths, and rhythms in simple and compound meter. Skills acquired will be applied to recognize cadence types and phrasing in compositions. Prerequisite: MUSI 111.

MUSI 130. Music Appreciation (3:3:0)

A study of the basic elements of music and musical style, with emphasis on music most often performed in concerts and recitals. Designed to lead to the basic understanding of music and how it relates to the social and cultural currents throughout history.

MUSI 131. Music Theory I (3:3:0)

A study of the basic elements of Western music theory, for the purpose of providing music majors with a foundation for the further study of the music theory curriculum. The material covered will include music notation, scales, keys, intervals, rhythm, meter, triads and seventh chords, inversion symbols, diatonic chords in major and minor keys, and the basic principles of voice leading and part writing.

MUSI 132. Music Theory II (3:3:0)

A continuing study of Western music theory, utilizing the basic elements learned in MUSI 131, for the purpose of providing music majors with further experience in the analysis and composition of music. The material covered will include root position part writing, harmonic progression, the circle of fifths, diatonic chords in the major and minor keys, bass arpeggiation, part writing with first and second inversion triads, musical form, cadences, motives and phrases, period forms, and non-chord tones. Prerequisite: MUSI 131.

MUSI 133. Basic Music Skills (3:3:0)

Basic music skills and understanding the elements of music: music notation and usage, introduction to theory, sight-singing and keyboard. For students with little or no musical training and other students who wish to acquire basic musical skills.

MUSI 211. Ear-Training and Sight-Singing III (1:1.5:0)

Reinforcement of theoretical concepts presented in MUSI 231, with emphasis placed on vocal production and aural recognition of several aspects found in 19th-century tonal music. An expansion of aural skills to include recognition, dictation, and vocal production of diatonic melodies that incorporate chromatic tones, harmonic progressions that modulate to closely related keys, and rhythms that include various tuplet patterns. Skills acquired will be applied to the recognition of formal structure in extended compositions. Prerequisite: MUSI 111, 112.

MUSI 212. Ear-Training and Sight-Singing IV (1:1.5:0)

Reinforcement of theoretical concepts presented in MUSI 232, with emphasis placed on vocal production and aural recognition of several aspects found in 20th-century tonal and atonal music. An expansion of aural skills to include recognition, dictation, and vocal production of melodies that incorporate chromatic tones, pandiatonicism, and

tonality; harmonic progressions that modulate to distantly related keys; and various rhythmic practices of the 20th century. Skills acquired will be applied to the recognition of formal structure in extended multi-movement compositions. Prerequisite: MUSI 111, 112, 211.

MUSI 214. Jazz Improvisation (1:2:0)

A study of the art of jazz improvisation. Includes student mastery of skills useful in jazz performance and students acquiring an appreciation of the art form. open to all interested vocalists and instrumentalists. A proficient background in music is strongly recommended.

MUSI 223. Diction (2:2:0)

An introduction to the International Phonetic Alphabet and its application to the study of English, Italian, French, and German lyric diction. This course is required for all voice principals and majors. Prerequisite: MUSI 112, 132.

MUSI 224. Jazz History (2:2:0)

A survey of the development of jazz. Designed to lead to a basic understanding of jazz and its impact on the art forms, as well as the social and cultural events of the twentieth century.

MUSI 231. Music Theory III (3:3:0)

A continuing study of Western music theory, utilizing the basic elements and skills learned in MUSI 131 and MUSI 132, for the purpose of providing music majors with further experience in the analysis and composition of music. The material covered will include an in-depth study of voice leading principles when using dominant seventh chords, a detailed study of diatonic seventh chords, chromaticism and altered chords and their functions, modulation, tonicization, and key relationships. Prerequisite: MUSI 131 and 132.

MUSI 232. Music Theory IV (3:3:0)

A continuing study of Western music theory, utilizing the basic elements learned in MUSI 131, MUSI 132, and MUSI 231, for the purpose of providing music majors with further experience in the analysis and composition of music. The material covered will include binary forms, ternary forms, rounded binary forms, and other formal designs, mode mixture and borrowed chords, modulations involving mode mixture, the Neapolitan chord, augmented sixth chords, enharmonic spellings and modulations, added-note chords, and simultaneities. Prerequisite: MUSI 131, MUSI 132, and MUSI 231.

MUSI 235. Musical Style and Literature (3:3:0)

An overview of the stylistic periods of Western music through the study and analysis of works of major composers and the social and cultural implications of the corresponding time period. Prerequisite: MUSI 132; concurrent enrollment in applied music lessons.

MUSI 301. Junior Recital: BA in Music & BM in Music Education (0:0:2)

Recital for junior students seeking the Bachelor of Arts in Music or Bachelor of Music in Music Education degrees. This recital is not a degree requirement, but is highly recommended. The junior recital can be either a full or half-recital. A full recital consists of approximately 60 minutes of music. A half-recital is a joint performance done by two students, with each student performing approximately 30 – 35 minutes of music. Recital permission must be granted by the full faculty of the School of Music. Student must be concurrently enrolled in applied study.

MUSI 302. Junior Recital: BM in Performance (0:0:3)

Recital for junior students seeking the Bachelor of Music in Performance degree. This recital is not a degree requirement, but is highly recommended. The junior recital can be either a full or half-recital. A full recital consists of approximately 60 minutes of music. A half-recital is a joint performance done by two students, with each student performing approximately 30 – 35 minutes of music. The recital will be composed of works from various style periods. Recital permission must be granted by the full faculty of the School of Music. Student must be concurrently enrolled in applied study.

MUSI 304. Vocal Repertoire Coaching (0:1/2:0)**MUSI 314. Vocal Repertoire Coaching (1:1/2:0)**

Available for singers and pianists. Primary attention will be given to musical and stylistic concerns as well as the finer points of ensemble. Required for all applied voice majors preparing recitals. Class meets one hour weekly. May be repeated for credit.

MUSI 309. Instrumental Repertoire Coaching (0:1/2:0)**MUSI 319. Instrumental Repertoire Coaching (1:1/2:0)**

Available for all instrumentalists. Primary attention will be given to musical and stylistic concerns as well as the finer points of ensemble. Required for students preparing recitals for which an accompanist is needed.

MUSI 319, 329, 379. Special Topic (X:X:X)

Prerequisite: Junior standing or consent of instructor.

MUSI 321. Contemporary Music History: Styles and Techniques (2:2:0)

A survey of the music of the early 1900s through today with emphasis on style, analytical techniques, technical development, and trends. Prerequisite: MUSI 232 or permission of instructor.

MUSI 326. Advanced Musical Analysis and Composition (2:2:0)

A continuation of the study of the styles and techniques of contemporary music with emphasis on the creation of student composition. Prerequisite: MUSI 232.

MUSI 327. Conducting I (2:2:0)

The study of the fundamentals of conducting, with focus on the choral ensemble. This will include, but not be limited to, the elements of conducting, the importance of concise patterns and gestures, rehearsal techniques, the study of balance, repertoire, interpretation and style. Prerequisite: MUSI 212 and 232.

MUSI 328. Conducting II (2:2:0)

The study of the fundamentals of conducting works for large ensemble. This will include, but not be limited to, the technique of the baton, the study of full score, transposition, rehearsal techniques, repertoire and interpretation. Prerequisite: MUSI 327.

MUSI 331. World Music Culture (3:3:0)

This course explores the ethnic music outside Western music culture. Emphasis will be placed on the cultural and musical aspects of the music of Native America, South America, Sub-Saharan Africa, India, Eastern Europe, Indonesia and Australia.

MUSI 332. Essential Concepts of Music in Primary and Elementary Grades (3:3:X)

A course designed for music education majors. Principles, objectives, methods, and materials adapted to the teaching of music in the primary and intermediate grades. A minimum of 5 hours of field work during the semester. Prerequisite: MUSI 212 and 232.

MUSI 333. Music for the Child (3:3:0)

A study of music literature and musical activities in the development of the child. Various types of music are studied by the students to provide criteria for the selection of music literature and activities for children in the home, classroom, church, and community.

MUSI 335. Pedagogy (3:3:0)

Teaching procedures for prospective applied music teachers with emphasis on methods and materials from the basic to advanced levels. May be repeated for credit when emphasis changes. Prerequisite: MUSI 212 and 232.

MUSI 336. Church Music and Liturgy (3:3:0)

A study of the liturgy, choral music, and organ music of the church, with emphasis on relationships to the church year and use. Topics include a history of the great liturgies of the Christian church, and a more detailed study of the Lutheran liturgy. Students desiring to register for this course should consult the instructor.

MUSI 339. Orchestration (3:3:0)

The study of instruments of the symphony orchestra and concert band. Arranging for the traditional small instrumental ensembles and for full band and orchestra. Special attention to the arranging needs of school instrumental groups. Prerequisite: MUSI 232 or permission of the instructor.

MUSI 375. History of Western Music I (3:3:0)

A survey and stylistic study of Western musical culture from antiquity to the close of the Baroque period. Prerequisite: MUSI 212 and 232.

MUSI 376. History of Western Music II (3:3:0)

The evolution of music from Bach to the present, noting major trends, and emphasizing stylistic and formal developments. Prerequisite: MUSI 232, or permission of instructor. Prerequisite: MUSI 212 and 232.

MUSI 377. Marching Band Techniques (3:3:0)

A study of the organization and administration of the marching band. Charting techniques, selection of music and marching styles will be emphasized. For upper division music students. The class will utilize contemporary techniques such as computerized drill design and music arranging. The understanding of evaluation procedures and criteria as outlined by the UIL will also be included as practical preparation for use in the schools. Prerequisite: MUSI 212 and 232.

MUSI 401. Senior Capstone Recital: BA in Music (0:0:2)

Capstone for senior students seeking the Bachelor of Arts in Music. All BA music majors must perform in the BA Capstone Recital. This will be a shared recital among senior students pursuing the BA in music. Students pursuing the Bachelor of Music in Music Education degree may also enroll. Senior recitals must include with their performance program notes. These notes must be pre-approved by the principal teacher and will include brief information to engage the listener in the performance of the assigned work. The student must be concurrently enrolled in applied study.

MUSI 402. Senior Recital: BM in Performance (0:0:3)

Capstone recital for senior students seeking the Bachelor of Music in Performance degree. All music performance majors are required to present a full senior recital consisting of approximately 60 minutes of music from various style periods. Senior recitals must include with their performance program notes. These notes must be

pre-approved by the principal teacher and will include brief information to engage the listener in the performance of the assigned work. Recital permission must be granted by the full faculty of the School of Music. Student must be concurrently enrolled in applied study.

MUSI 410, 420, 430. Independent Study (X:X:X)

Open to capable students who wish more specialized study in such areas of music as theory, history, literature, instrumentation and orchestration, composition, or conducting. Students must be able to satisfy such prerequisites as the department may require in each specific area.

MUSI 434. Music Theatre (3:3:2)

An interdisciplinary course for actors, singers, and anyone else interested in studying the way music and theatre blend together in production. The final project will be a presentation of a musical revue, including excerpts from the musical theatre and operatic traditions.

MUSIC EDUCATION

MUED 432A. Essential Instrumental Methods of Instruction for Secondary School (3:3:X)

Music methods and practical experiences for teaching of instrumental music in the schools. Emphasis on classroom management, and motivational strategies. Will include the study of repertoire on UIL contest lists, evaluation of band literature and performances and practical conducting experience in a simulated classroom environment. Prerequisite: MUSI 212 and 232.

MUED 432B. Essential Vocal Methods of Instruction for Secondary School (3:3:X)

Music methods and practical experiences for teaching of choral/vocal music in the schools. Emphasis on classroom management, and motivational strategies. Will include the study of repertoire on UIL contest lists, evaluation of choral and solo voice literature and performances, and practical conducting experience in a simulated classroom environment. Prerequisite: MUSI 212 and 232.

MUED 472. Technology in Music (3:3:0)

A hands-on class taught in the music technology lab. Emphasis will be on CAI (Composer Assisted Instruction), MIDI applications, keyboard and computer sequencing, the internet as a resource for the needs of musicians, and facility in using notation programs. The course will be project-oriented with emphasis on the practical uses of technology in educational settings. Prerequisite: MUSI 111 and 131.

APPLIED MUSIC

Applied music study (private instruction) is available in organ, percussion, piano, strings, voice, and wind instruments, and is open to all students, regardless of field of study, either for credit or as a non-credit course. Private applied music study for credit is required of all full-time music majors each semester of attendance. Specific requirements are found in the degree program descriptions.

Students enrolled at the performance and principal levels are required to perform a jury before the music faculty at the end of each semester. For all other applied music students, the semester-end final requirement will be at the discretion of the instructor. Credit is granted on the basis of the final and the instructor's semester grade.

Students concentrating in music performance shall present an individual public recital of works from the standard repertory for their instrument by the end of the senior year. Recital requirements for students in other music programs will be determined by the music faculty, normally at the end of the student's junior year.

Listings of representative solos and technical materials recommended for each year's study can be obtained from the instructor. (See section on Financial Information for applied music fees.)

To receive one hour credit in applied music, a student is expected to take one lesson per week and practice a minimum of five hours; to receive two hours credit, the student will take two lessons per week and practice a minimum of ten hours.

At the prerogative of the department, applied music students may not be advanced to the next applied level, despite having achieved a passing grade at the present level. Students taking private lessons are classified according to their declared intent. Four levels are available: major, principal, secondary, and elective. The applied level will be reevaluated by the applied jury at such time as a student may declare a change within these four classifications.

PERFORMANCE LABORATORIES

AMUI 100. Cello Laboratory (0:01)

AMUK 100. Clarinet Laboratory (0:0:1)

AMUL 100. Double Reed Laboratory (0:0:1)

AMUF 100. Flute Laboratory (0:0:1)

AMUG 100. Guitar Laboratory (0:0:1)

AMUH 100. Horn Laboratory (0:0:1)

AMUO 100. Organ Laboratory (0:0:1)

AMUN 100. Percussion Laboratory (0:0:1)

AMUP 100. Piano Laboratory (0:0:1)

AMUS 100. Saxophone Laboratory (0:0:1)

AMUM 100. String Laboratory (0:0:1)

AMUR 100. Trombone Laboratory (0:0:1)

AMUT 100. Trumpet Laboratory (0:0:1)

AMUU 100. Tuba Laboratory (0:0:1)

AMUY 100. Viola Laboratory (0:01)

AMUZ 100. Violin Laboratory (0:01)

AMUV 100. Voice Laboratory (0:0:1)

APPLIED MUSIC (LEVELS)

AMU_ 101-102, 201-202, 301-302, 401-402. (0:1/2:0)

Private instruction for no credit. One half-hour lesson per week. Instructor or departmental approval required. This designation is for secondary and elective levels only.

AMU_ 111-112, 211-212, 311-312, 411-412. (1:1/2:0)

Private instruction for one hour credit. One half-hour lesson per week. Instructor or departmental approval required.

AMU_ 121-122, 221-222, 321-322, 421-422. (2:1:0)

Private instruction for two hours credit. One hour lesson per week. Instructor or departmental approval required.

These numbers will be followed by a suffix comprised of two letters.

The first letter in the suffix will indicate the type of instruction:

c = class, such as voice class, brass class, etc.

a = applied level for performance degrees

p = principal level for Music Education, Church Music, and B.A. degrees

s = secondary level for music majors on secondary instrument

e = elective level for non-music majors

The second letter in the suffix will designate the specific instrument of instruction:

A – oboe H – Horn R – Trombone

B – Bassoon I – Cello S – Saxophone

C – (reserved) J – Special T – Trumpet

D – Double Bass K – Clarinet U – Tuba

E – Euphonium N – Percussion V – Voice

F – Flute O – organ Y – Viola

G – Guitar P – Piano Z – Violin

AMMS 113c. Introductory Voice Class (1:2:0)

An introduction to the techniques of balanced vocal sound. Emphasis will be placed on gaining confidence in public performance.

AMMS 114c. Woodwinds Class (1:2:0)

An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning woodwind performers. The instruction will include fundamental performing techniques for all woodwind instruments and the mastery of all fingerings. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUSI 110.

AMMS 115c. Brass Class (1:2:0)

An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning brass performers. The instruction will include fundamental performing techniques for all brass instruments and the mastery of all fingerings. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUSI 110.

AMMS 116c. Percussion Class (1:2:0)

An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning percussion performers. The instruction will include fundamental performing techniques for all percussion instruments. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUSI 110.

AMMS 117c. Strings Class (1:2:0)

An introduction to the methodology and repertoire used by successful orchestra directors in the instruction of beginning string performers. The instruction will include fundamental performing techniques for all orchestral string instruments. Students will perform in a class setting with emphasis on practical applications in the school. Additional private study of individual instruments is encouraged. Prerequisite: MUSI 110.

AMMS 118c. Beginning Guitar (1:2:0)

This course introduces the basic principles and techniques required to play the guitar. It gives the student a practice/training method to develop a good musical guitar style. Techniques include: a working knowledge of the notes up to and including the 5th fret, correct left and right hand positions, left and right hand use, reading musical notation, simple to moderate chords, one to two octave scales and practical accompaniments.

AMMS 313c. Advanced Voice Class (1:2:0)

A continuation of AMMS 113c.

AMMS 318c. Advanced Guitar Class (1:2:0)

A continuation of AMMS 118c.

PHILOSOPHY

The department of theology, philosophy, and classical languages, through the discipline of philosophy, seeks to encourage in students the critical reflection and understanding which are essential to education in the liberal arts tradition. The discipline of philosophy introduces students to the history of ideas, the processes of critical and analytical reasoning, the exploration of values, and the importance of self-reflection in the pursuit of wisdom. Thus, in support of the institutional goals for graduates at Texas Lutheran, the study of philosophy enhances critical and reflective thinking, provides grounding in our heritage of ideas, and fosters an integrated ethical perspective and a sense of moral purpose.

A major concentration is offered as preparation for advanced work in philosophy; it is suitable as well for those interested in fields such as law, ministry, social service, and government service.

Major in philosophy: 24 semester hours, including 233, 333, 335, 336, 434. In addition, philosophy majors must complete the requirements for the minor in an appropriately related field of study, or declare a second major.

Minor in philosophy: 18 semester hours, including PHIL 232, 335, and 336.

PHILOSOPHY

PHIL 132. Contemporary Moral Problems (3:3:0)

Intended for students with no previous experience in philosophy, this course examines ethical questions that arise in the course of day-to-day individual and social life. Philosophical analysis and theory will be applied to a broad range of contemporary ethical issues, including world hunger, animal rights, euthanasia, abortion, capital punishment, and sexual morality.

PHIL 232. Logic (3:3:0)

An introductory systematic study of the principles of correct reasoning, divided equally between informal and formal logic, including an introduction to modern symbolic logic.

PHIL 233. Introduction to Philosophy (3:3:0)

An introduction to the nature of philosophical reflection through a historical and topical study of the major issues of western philosophy. The course considers the various positions that have been taken on these issues in the past and their relevance to contemporary concerns.

PHIL 237. Philosophy in Literature (3:3:0)

An examination of various philosophical positions concerning the nature and meaning of human existence, value judgments, and metaphysical beliefs, through a careful selection of readings from representative literature.

PHIL 331. Environmental Ethics (3:3:0)

A study of environmental ethics focusing on various positions ranging from those which are anthropocentric to more biocentric positions. Fundamental questions regarding our relationship to the natural world and future generations and the basis for and scope of our responsibility will be dealt with in the context of ethical theories. Prerequisite: PHIL 132 or 233.

PHIL 332. Gender in Political Theory (3:3:0)

An examination of the understanding of gender in western political thought that includes ancient and modern philosophers and playwrights. Includes a study of the major disagreements among contemporary feminists, and the philosophic ideas that underlie such disagreements. (Also offered as POLS 335.)

PHIL 333. History of Philosophical Ethics (3:3:0)

A survey of central figures and issues in the history of Western philosophical ethics. Attention is given to the historical development of philosophical ideas. Figures are selected from among the following: Socrates, Plato, Aristotle, Augustine, Aquinas, Kant, Mill, Nietzsche, Freud. Prerequisite: PHIL 233.

PHIL 334. Knowledge and the Philosophy of Science (3:3:0)

An examination of the issues and problems of the philosophy of science, including the nature of science, its methodology, and its relationship to values questions. Related matters in the theory of knowledge will be considered, such as the issues of skepticism, truth, perception, belief, and knowledge of the world and other minds. Prerequisite: PHIL 132 or 233.

PHIL 335. History of Philosophy I (3:3:0)

A study of western philosophical ideas as they developed in ancient and medieval thought with emphasis on the major figures from Presocratics, Plato, and Aristotle through Thomas Aquinas. Prerequisite: PHIL 233.

PHIL 336. History of Philosophy II (3:3:0)

A study of western philosophical ideas as they developed from the early modern period through the late eighteenth century. Emphasis is on major figures from Descartes and Hobbes through Kant.

PHIL 338. Philosophy of Religion (3:3:0)

A study of philosophical analysis of the nature and grounds of religious belief, its conceptual framework and language, with an examination of traditional problems and recent developments.

PHIL 339. Political Philosophy (3:3:0)

An examination of ancient, medieval, and modern theories of politics. Includes the views of many of the most influential political thinkers in the Western tradition, such as Plato, Aristotle, Augustine, Locke, and Rousseau. (Also offered as POLS 339.)

PHIL 371. Bioethics (3:3:0)

An examination of the moral dilemmas and ethical reflections precipitated by advances in medical technology. Topic areas include genetics, abortion, death and dying, allocation of health care resources, and the physician-patient relationship. Extensive use of case studies.

PHIL 379. Special Topic (3:3:0)

Discussion of a limited topic or topics in philosophy. Primarily for juniors and seniors. May be repeated for credit when topics are changed. Prerequisite: 60 total hours completed.

PHIL 410, 420, 430. Independent Study (X:X:X)

The philosophy major or minor may pursue an independent research project under the guidance of a faculty member. one to three hours credit.

PHIL 432. Nineteenth- and Twentieth-Century Philosophy (3:3:0)

A study of selected major figures and topics in philosophy over the past two centuries. Beginning with German idealism, the course will include representatives of various philosophical developments, including in the twentieth century both the Anglo-American and Continental traditions. Prerequisite: PHIL 233, 335 or 336.

PHIL 434. Senior Seminar (3:X:0)

The senior seminar is intended as a capstone to help philosophy majors integrate and explore the vocational implications of what they have learned in philosophy through a course structured around the subdisciplines of logic, metaphysics, epistemology, ethics, aesthetics, and the history of philosophy. The class will culminate in a documented paper and presentation. Required of all seniors who plan to graduate with a major in philosophy. offered every spring.

PHYSICS

The courses in physics are designed to acquaint the student with a general knowledge of physical phenomena, the ways in which physicists study these phenomena, and the contributions such studies have made to our civilization. The courses provide knowledge necessary for students preparing to enter the health sciences, engineering, or teaching at the secondary level. They also provide support for majors in biology, chemistry, mathematics and computer science as well as for those non-science majors who wish to broaden their educational background.

Major in physics (B.A. degree): 30 semester hours, including PHYS 240, 241, 312, 314, 334, 331, 332, 335, 390, 391, 421; and one course selected from PHYS 338, 379, and 383.

Supporting courses for physics (B. A. degree): 33 semester hours, including MATH 241, 242, 333, 334; MATH 331 or 431; CHEM 143, 341, 344, and 345.

Minor in physics: 19 semester hours, including PHYS 240, 241, 312, 314, 334; two courses to be selected from PHYS 331, 332, 335, 338, 383, 390, 391, 392.

PHYSICS

PHYS 141-142. General College Physics (4:3:3 each)

A general course in mechanics, heat, electricity, magnetism, sound, light and modern physics with emphasis on mathematical treatment and problem solving. Prerequisite: MATH 133 or higher.

PHYS 220, 230, 320, 330. Directed Study (X:X:X)

Individualized study courses under the general supervision of a physics faculty member. The topic chosen by the student and approved by the faculty member and department must be sufficiently delimited to permit oral and written reports. Consult a faculty member for more information.

PHYS 240. Principles of Physics I (4:3:3)

A calculus-based introduction to the classical mechanics of particles, rigid bodies, and fluids. Prerequisite: MATH 241 or enrollment therein.

PHYS 241. Principles of Physics II (4:3:3)

A calculus-based introduction to the physics of waves, electromagnetism, dc circuits, light, and optics. Prerequisite: MATH 242, or enrollment therein, and PHYS 240.

PHYS 312, 314. Advanced Physics Laboratory (1:0:3)

Experimental investigations in advanced mechanics, transport phenomena, electromagnetism, optics, quantum physics, nuclear magnetic resonance, and nuclear physics. Course is usually offered as a writing intensive course. Prerequisite: MATH 242 and PHYS 241

PHYS 331. Mechanics (3:3:0)

A more advanced course dealing with statics and dynamics of particles, rigid bodies, and fluids. Prerequisite: PHYS 241, MATH 241, 242, and 333.

PHYS 332. Electricity and Magnetism (3:3:0)

Static electric and magnetic fields, electric and magnetic properties of matter, boundary problems, electromagnetic fields. Maxwell's equations. Prerequisite: PHYS 241, MATH 241, 242, and 333.

PHYS 334. Modern Physics (3:3:0)

A quantitative survey of modern physics. Topics include: special relativity, general relativity, wave-particle duality, atomic structure, the Schrodinger equation, and other recent topics. Prerequisite: PHYS 241, MATH 242.

PHYS 335. Quantum Mechanics (3:3:0)

An introduction to the theory and methods of quantum mechanics. Topics include observables, operators, eigenvalues, stationary states and time evolution of solutions to the Schrodinger equation including 1-D potentials, central potentials, the hydrogen atom, angular momentum, and spin. (Also offered as CHEM 335). Prerequisites: PHYS 332, MATH 333.

PHYS 338. Geometrical and Physical Optics (3:3:0)

Geometrical optics. Advanced topics in electromagnetism: wave propagation, interference, diffraction, polarization and physical optics. Prerequisite: PHYS 332, MATH 333.

PHYS 379. Special Topic (3:3:0)

Designed for students majoring in physics or upper division students in the natural sciences. (Also offered as CHEM 379.)

PHYS 381. Digital Electronics (3:3:0)

This course provides practical experience in using logic gates for counting, timing, Boolean, and arithmetic functions in a digital computation. The course begins with individual gate circuits and applications and then introduces integrated circuits to the medium scale level of integration. Techniques for digital control of actuators, amplifying signals, conversion to digital input, and conversion of digital values to analog input are discussed. (Also offered as CSCI 381 or ENGR 381.) Prerequisite: MATH 241 or MATH 136.

PHYS 383. Circuits and Electronics (3:2:3)

Analysis of DC and AC circuits and systems. Phasors and the time-varying response of lumped circuits. Application of math transforms to circuit analysis. Diodes and transformers. Amplification using operational amps. Digital sampling of analog signals. The laboratory introduces digital acquisition techniques and LABView™ virtual instrumentation software. Prerequisite: MATH 242 and PHYS 241.

PHYS 390. Computational Applied Science I (3:3:0)

Algebraic, differential, and integral calculations with discretely sampled data. Desktop engineering calculations using MATLAB™. Functions and common programming elements. Graphs and histograms. Curve fitting and use of residuals. Modeling noisy measurements: random functions, and Monte Carlo calculation. Pre-processing of digital datasets: handling missing data and exceptions, interpolation, moving average smoothing, and trend removal. Storage and retrieval of common data formats. Prerequisite: MATH 242 and PHYS 241.

PHYS 391. Computational Applied Science II (3:3:0)

Introduction to digital signal processing: FFT, correlation, convolution, and filters. Modeling the time evolution of physical systems using differential equations with an introduction to SIMULINK™. Data visualization with contouring and 2-D imaging. Prerequisite: PHYS 390 and MATH 333.

PHYS 392. Engineering Physics (3:2:3)

Advanced topics in mechanics: solid body rotations, chaos, and normal modes of oscillation. An introduction to transport phenomena: fluid dynamics, heat flow, and diffusion. Prerequisite: PHYS 331, ENGR 390, and Math 334, or enrollment therein.

PHYS 410, 420, 430. Independent Study (X:X:X)

Intensive, individual study and research available to qualified students with a special interest in doing advanced work in physics. Consult a faculty member for more information.

PHYS 421. Senior Seminar (2:X:0)

A senior capstone project conducted in physics that includes a written paper with cited references, an abstract, and a formal oral presentation.

ENGINEERING**ENGR 132. Introduction to Engineering (3:2:3)**

An overview of engineering as practice, profession, and philosophy. The dominance of heuristics in engineering problem solving. The role of failure in design evolution.

The central role of written and graphical communication in artifact design. The role of algorithms, control structures, and flow charts in process design. Team design experiences through a series of competitions in autonomous robotics. Engineering ethics and the NSPE code. Intellectual property. Course is usually offered as an ethics focused course. Prerequisite: MATH 148 or MATH 241, or enrollment therein.

ENGR 279. Special Topics (3:3:0)

ENGR 381. Digital Electronics (3:3:0)

This course provides practical experience in using logic gates for counting, timing, Boolean, and arithmetic functions in a digital computation. The course begins with individual gate circuits and applications and then introduces integrated circuits to the medium scale level of integration. Techniques for digital control of actuators, amplifying signals, conversion to digital input, and conversion of digital values to analog input are discussed. (Also offered as CSCI 381 or PHYS 381.) Prerequisite: MATH 241 or MATH 136.

ENGR 383. Circuits and Electronics (3:2:3)

Analysis of DC and AC circuits and systems. Phasors and the time-varying response of lumped circuits. Application of math transforms to circuit analysis. Diodes and transformers. Amplification using operational amps. Digital sampling of analog signals. The laboratory introduces digital acquisition techniques and LABView™ virtual instrumentation software. Prerequisite: MATH 242 and PHYS 241. (Also offered as PHYS 383.)

ENGR 390. Computational Applied Science I (3:3:0)

Algebraic, differential, and integral calculations with discretely sampled data. Desktop engineering calculations using MATLAB™. Functions and common programming elements. Graphs and histograms. Curve fitting and use of residuals. Modeling noisy measurements: random functions, and Monte Carlo calculation. Pre-processing of digital datasets: handling missing data and exceptions, interpolation, moving average smoothing, and trend removal. Storage and retrieval of common data formats. Prerequisite: MATH 242 and PHYS 241. (Also offered as PHYS 390.)

ENGR 391. Computational Applied Science II (3:3:0)

Introduction to digital signal processing: FFT, correlation, convolution, and filters. Modeling the time evolution of physical systems using differential equations with an introduction to SIMULINK™. Data visualization with contouring and 2-D imaging. Prerequisite: ENGR 390 and MATH 333. (Also offered as PHYS 391.)

ENGR 392. Engineering Physics (3:3:0)

Advanced topics in mechanics: solid body rotations, chaos, and normal modes of oscillation. An introduction to transport phenomena: fluid dynamics, heat flow, and diffusion. Prerequisite: PHYS 331, ENGR 390, and Math 334, or enrollment therein. (Also offered as PHYS 392.)

POLITICAL SCIENCE

The mission of the political science discipline is to prepare students for positions of leadership in both the private and public sectors and for further scholarly study leading to an advanced degree, and to be educated and involved citizens. The faculty strives to develop students' analytical and critical thinking skills, ethical sensitivities, and their abilities to make reasoned and discerned judgments.

Major in political science, (international politics concentration): 30 semester hours, including POLS 231, 232, 235 or 237, 339, 430 or 439, 432 or 434, 433, plus nine additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the international politics concentration: 24 semester hours, including PSYC 271, six hours of geography, six hours of economics (ECON 237 or above), plus nine hours to be determined in consultation with departmental advisor.

Major in political science, (liberal arts concentration): 30 semester hours, including POLS 231, 232, 235, 237, 339, 430 or 439, 433, plus nine additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the liberal arts concentration: 24 semester hours, including PSYC 271, PHIL 131, six hours of economics (ECON 237 or above), six hours of geography, and six hours to be determined in consultation with departmental advisor.

Major in political science, (political research concentration): 30 semester hours, including 231, 232, 235 or 237, 339, 430 or 439, 433, 436, plus nine additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the political research concentration: 24 semester hours, including PSYC 271, six hours of geography to include GEOG 236, six hours of economics (ECON 237 or above), plus nine hours to be determined in consultation with departmental advisor.

Major in political science, pre-law concentration: 30 semester hours, including POLS 231, 232, 235 or 237, 339, 430 or 439, 431, 433, plus nine additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the pre-law concentration: 24 semester hours, including PSYC 271, PHIL 232, ENGL 371, six hours of economics (ECON 237 or above), three hours of geography, and six hours to be determined in consultation with departmental advisor.

Major in political science, public policy and administration concentration:

30 semester hours, including POLS 231, 232, 235 or 237, 331 or 336, 339, 430 or 439, 433, plus nine additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLUsponsored study abroad program.

Supporting courses for the public policy and administration concentration: 24 semester hours, including PSYC 271, GEOG 236 and GEOG 380, six hours of economics (ECON 237 or above), three hours of accounting, plus six hours to be determined in consultation with departmental advisor.

Minor in political science: 18 hours, including POLS 231, 232, 235 or 237, 339, plus six additional hours in political science.

POLITICAL SCIENCE**POLS 231. American Politics I (3:3:0)**

Introduction to American politics, including both U.S. and Texas constitutional structures and processes. (Fulfills requirement to be met by Texas public school teachers.)

POLS 232. American Politics II (3:3:0)

Continuation of POLS 231 emphasizing public policy issues. Prerequisite: POLS 231. POLS 235.

International Relations (3:3:0)

Relations between countries and politics across international boundaries. Topics include diplomacy, warfare, trade, migration, global environmental issues, international law and organizations, and transnational social movements.

POLS 237. Comparative Politics (3:3:0)

Comparing the domestic politics of countries around the world, including both rich, industrialized democracies like the U.S. and the democratic and authoritarian countries of the developing world. Topics include government institutions, parties and elections, economic policy-making, and the role of civil society.

POLS 309/319. Mock Trial (1:1:X)

Classroom instruction on the history and theory of debate and forensics. Recommended for students considering careers in law. Required in order to participate in the TLU Mock Trial program. (Also listed as COMM 309/319.) May be taken twice for credit.

POLS 331. State and Local Government (3:3:0)

A study of Texas state government, including local government at the city and county levels. Emphasis is on political activity locally accessible for study. Prerequisite: POLS 231 or permission of instructor.

POLS 333. Electoral Politics (3:3:0)

Campaigns and their management; theories of voting behavior; some involvement by the student in campaigns going on during the course is required. Prerequisite: POLS 231.

POLS 334. American Political Thought (3:3:0)

A survey of the main currents in American thought including the Founding period, the Abolitionist and Secessionist movements, post-Civil War race relations, and the movement toward the modern welfare state. Prerequisite: POLS 231 or permission of instructor.

POLS 335. Gender in Political Theory (3:3:0)

An examination of the understanding of gender in Western political thought that includes ancient and modern philosophers and playwrights. Includes a study of the major disagreements among contemporary feminists, and the philosophic ideas that underlie such disagreements. (Also offered as PHIL 332.)

POLS 336. Public Administration (3:3:0)

Organization theory, decision-making, program evaluation, leadership, and budgeting in government agencies in the U.S. Prerequisite: POLS 231.

POLS 339. Political Philosophy (3:3:0)

An examination of ancient and modern theories of politics. Includes the views of many of the most influential thinkers in the Western tradition, such as Plato, Aristotle, Augustine, Locke, and Rousseau. (Also offered as PHIL 339.)

POLS 379. Special Topic (3:3:0)

Designed to provide flexibility in meeting changing issues and student needs. May be repeated when topics change.

POLS 410, 420, 430. Independent Study (X:0:0)

Designed to allow students an opportunity to pursue special individual research interests. Limited to majors with advanced standing. Department approval required.

POLS 419, 429, 439. Internship (X:0:0)

Designed to provide political science majors with opportunities to work in law offices, political campaigns, government agencies and legislative offices. A study component must also be agreed on. Summer internships are encouraged. No more than three hours may be counted towards the major. Prerequisite: departmental approval.

POLS 431. Constitutional Law (3:3:0)

An examination of the major cases in U.S. constitutional development related to the institutions of the national government, federal-state relations, and civil liberties and rights, focusing on case research and legal briefing. Prerequisite: Junior standing or permission of instructor.

POLS 432. Latin America and Development (3:3:0)

The politics of Latin America, with a focus on political and economic development. The course includes comparisons with developing countries outside Latin America. Prerequisite: POLS 235 or 237, or permission of instructor.

POLS 433. Survey Research (3:3:0)

The application of scientific methods to political and sociological research, with an emphasis on hands-on design and conduct of surveys, and analysis of data using multiple regression. The course includes a study of the psychology of public opinion. This is a senior capstone course. Prerequisite: PSYC 271. (Also offered as SOCI 433.)

POLS 434. Europe and Advanced Democracies (3:3:0)

The politics of Europe and the European Union, with a focus on how politics works in rich, industrialized democracies, and the problems of regional integration. The course includes comparisons with rich democracies outside Europe. Prerequisite: POLS 235 or 237, or permission of instructor.

POLS 436. Research Methods (3:3:0)

Introduction to advanced social science methods, including both quantitative and qualitative data gathering and analysis, which each student will use to conduct independent research on a topic of his or her choice. Prerequisite: POLS 433. (Also offered as SOCI 436.)

POLS 440. Washington Semester Research Project in Government (4:0:0)

Supervised, individual research in Washington D.C. designed in consultation between Texas Lutheran and American University to take advantage of the resources of the Washington area through personal interviews, participant observation, etc. Required as part of the Washington Semester program.

POLS 441. Washington Semester Seminar in Government I (4:2:2)

Meetings with politicians, lobbyists, reporters, etc. Course includes lectures and discussions. Sited in Washington, D.C., at American University. Prerequisites: POLS 231, junior standing, and approval of Texas Lutheran Washington Semester Committee.

POLS 442. Washington Semester Seminar in Government II (4:2:2)

Continuation of POLS 441.

POLS 449. Washington Semester Internship in Government (4:0:8)

Under American University academic supervision, students intern in congressional, governmental, and interest group offices two afternoons a week to gain first-hand experience and insights. Academic requirements and office supervisor's evaluation determine final granting of credit. Part of the Washington Semester Program.

PRE-PROFESSIONAL PROGRAMS

PRE-MINISTRY (B.A. DEGREE)

Students who anticipate continuing their program of study at a school of theology should plan their undergraduate program to meet the requirements of the particular school they expect to enter. The Association of Theological Schools in the United States and Canada recommends that an undergraduate program emphasize several broad areas. High competency is desired in at least one of the following: understanding human selfhood and existence, modern social institutions and problems, and culture and religion. Moderate competencies are valuable either in science and technology or in the modes and processes of human understanding. The undergraduate should also be moderately competent in at least one area of theological study: biblical content and interpretation, the history of religious traditions, or systematic and ethical construction. Finally, the student needs to have a reading knowledge of Greek (four semesters), plus either Hebrew, Latin, German, French, or Spanish, and a mastery of written and oral English. Members of the Evangelical Lutheran Church in America who are planning to enroll in a seminary of the ELCA must be registered with the candidacy committee of a synod of the ELCA, generally about two years prior to their application to a seminary program.

PROFESSIONAL LAY MINISTRY (B.A. DEGREE)

Texas Lutheran offers a flexible four-year program for persons interested in professional, non-ordained service in the church. The program may be utilized to fulfill course requirements in theology for those who desire to serve in the public ministry of the Evangelical Lutheran Church in America as an Associate in Ministry, or as a professional minister in other Christian denominations.

Students interested in being commissioned for service as an ELCA Associate in Ministry must be registered with the candidacy committee of their home synod and must meet all of the requirements as set forth by the ELCA's Division for Ministry. The program may be taken with a view to a broad, general preparation for church service, or it may be taken with more particular career aspirations in mind. Possible academic majors include business administration, communication studies, music, psychology, sociology, and theology. Program details are worked out in consultation with the theology faculty.

For those in the ELCA Associate in Ministry candidacy process, basic foundational course work in theological education includes a minimum of 20 semester credit hours. At least one course must be completed in each of the following areas: Biblical Studies-old Testament; Biblical Studies-New Testament; Lutheran Theology and Confessional Writings; Introductory Systematic Theology; and American Lutheran Church History. The candidate's curriculum may include additional courses appropriate to a specialization.

Areas of service in the ELCA for an Associate in Ministry include education (director of Christian education, day school teacher or director, librarian), music and the arts (organist, choir director, teacher of music or drama), administration (church or parish office administrator, administrator in a synodical, churchwide agency, camp director), and service (campus ministry, camping ministry, counseling, parish worker, youth director).

PRE-ENGINEERING (B.A. DEGREE)

Students participating in this dual-degree program satisfy basic requirements for entering an engineering program at another university. TLU awards an applied science degree upon completion of TLU and engineering school requirements for an engineering degree. Three years are spent at TLU to satisfy preparation in mathematics and physical sciences as well as broadening in liberal arts expected of a well-trained engineer. Details of the program are listed under "Applied Science" in this section of the catalog.

PRE-LAW (B.A. DEGREE)

A bachelor's degree from Texas Lutheran satisfies the educational admission requirements of law schools. Our pre-law students usually major in political science, economics, English, accounting or history; however, any major at Texas Lutheran satisfies law school admission requirements.

"Careers in Law," a publication of the American Bar Association, has the following statement: "The best preparation for the study of law is a broad liberal arts education, calculated to provide a critical understanding of the institutions and values with which law deals." Leaders of the bench and bar also have recommended courses which they consider most valuable for preparation for the study of law. Subjects strongly recommended include philosophy and logic, political science, economics, creative and technical writing, literature, sociology, psychology, mathematics, accounting, and British and American history.

Students should confer with the pre-law advisor to develop academic plans.

HEALTH-RELATED PRE-PROFESSIONAL PROGRAMS

Texas Lutheran offers pre-professional programs in the following health professions:

- denistry,
- medicine,
- nursing,
- occupational therapy,
- optometry,
- pharmacy,
- physician assistant,
- physical therapy, and
- veterinary science

Prerequisites for clinically-related programs change frequently. Students interested in pursuing careers in these programs should contact members of the Health Professions Committee for individualized advising. Current Health Professions Advisors, who are members of the Health Professions Committee, are listed on the TLU website. These advisors will help students determine which courses to take, how best to obtain exposure to the desired career field, and how best to prepare to take entry examinations for professional schools. Committee members will also provide letters of recommendation for students applying to professional programs, will help students prepare their professional school applications, and will offer practice interview sessions for those invited to interview at professional schools. A student should contact committee members as soon as he/she has identified a health profession as a career goal. In this way, advisors can maximize their effectiveness in helping a student with his/her pursuits.

PSYCHOLOGY

The program in psychology promotes the scientific approach to the study of behavior and its underlying processes in the context of a supportive community of learning and faith. The program is structured to provide students with an understanding of the major content areas of the field and their historical foundations, the necessary research and quantitative skills to understand and conduct behavioral research, and opportunities to practice and extend their knowledge of psychology outside the classroom in research and applied settings. The psychology program encourages an appreciation of both the interconnections between psychology and other fields of study and psychology's implications for personal growth and practical issues. To prepare students for graduate study in psychology, the major provides a strong foundation in research and theoretical principles with an emphasis on applying those principles in individual student research projects and internships. The program's emphasis of combining the empirical study of behavior with a broad liberal arts education prepares students

for further education in other fields and for careers in many settings including business, education, social services, research, law, government, church, and allied health services.

Major in psychology (B.A. degree): 30 semester hours, including PSYC 131, PSYC 234, 235, 236, 271, 272, 339 or 372, 437, three hours from PSYC 334, 347, or 371, and three upper division hours of the student's choice.

Supporting courses (B.A. degree): 21 semester hours, including MATH 133; six hours in foreign language; three hours from PHIL (upper division); nine hours from at least two different departments of ECON, SOCI, or POLS.

Major in psychology (B.S. degree): 34 semester hours, including PSYC 131, PSYC 234, 271, 272, 334, 347 or 371, 372, 437, 411, and 9 additional hours in psychology.

Supporting courses (B.S. degree): 29-32 semester hours, including MATH 148; BIOL 143-144 or 147-148 and 6-8 additional natural science hours (CHEM 133 does not count toward this requirement); MATH 241 or STAT 375; six hours from ECON, SOCI, or POLS.

Minor in psychology: 18 semester hours, including a minimum of six hours of upper division courses. It is recommended that students consult with a full-time member of the psychology department concerning the course pattern that will best augment their particular interests. PSYC 120 does not count toward the minor.

Curricular/Paracurricular Plan: The university requires that all students file a formal degree plan with the Registration and Records office prior to the beginning of the junior year. The psychology department recommends that its majors also develop and maintain a more comprehensive informal plan for personal use. This should include a tentative schedule of courses needed and the sequence and semester in which these should be taken. It should also contain a plan of paracurricular experiences that will both supplement coursework and build toward personal and career goals. Some examples of the latter include active membership in campus groups such as Psi Chi and the Psychology Club, student membership and participation in national or regional psychological associations, original research under the supervision of a faculty member, active participation in the Psychology Department Colloquium, and volunteer work in a community service facility such as MHMR. These kinds of experiences are not only personally rewarding; they are evidence of maturity and breadth of development, factors important to future employers and graduate and professional schools. (Additional information for planning purposes is available through consultation with faculty advisors and from the Psychology Department Guide.)

PSYCHOLOGY

PSYC 120. Psychology and Life (2:2:0)

Examines major areas of adult development from a personal management perspective. Explores how psychological knowledge can assist in understanding, evaluating, and shaping one's personal experience and relationships with others. Not counted toward the psychology minor or major.

PSYC 131. Intro to Psychology (3:3:0)

A survey of general psychology: theories, methods, and basic principles and how these apply to human behavior.

PSYC 234. Social Psychology (3:3:0)

A study of how people think about, influence, and relate to one another. Topics include social beliefs, conformity, group influence, persuasion, prejudice, aggression, attraction, altruism, and conflict and peacemaking. (Also offered as SOCI 274.)

PSYC 235. Drugs and Behavior (3:3:0)

An overview of psychoactive drugs. Topics include historical background, mechanisms of action, and predominant behavioral effects for each major category.

PSYC 236. Developmental Psychology (3:3:0)

A study of the physical, cognitive, and psychosocial processes of development of the individual from conception to old age. Includes field experience.

PSYC 271. Quantitative Methods for Psychology I (3:3:0)

An integrated introduction to psychological research with emphases on descriptive, correlational, and non-experimental designs and analyses. Use of computers for research, data analysis and APA Format report writing. First in a two-part sequence. Required for psychology majors.

PSYC 272. Quantitative Methods for Psychology II (3:3:0)

Continuation of PSYC 271. Emphasis on experimental design and use of parametric inferential statistics (t-tests and ANOVA) and non-parametric tests (chi-square). Use of statistical software, preparation of a comprehensive research proposal. Second course in a two-part sequence. Required for psychology majors.

PSYC 332. Abnormal Psychology (3:3:0)

An intensive survey of psychological disorders. Includes a review of major theoretical paradigms; related research; etiologies and treatment, including psychoactive medications, and an overview of ethics in practice. Prerequisite: PSYC 131 or above, SOCI 130 or permission of instructor.

PSYC 334. Cognition (3:3:0)

A study of classic and contemporary theories and research on cognitive processing. Topics include sensation and perception, attention, memory, language, concept formation, problem solving, and consciousness. Prerequisite: junior standing or permission of instructor.

PSYC 339. Psychological Testing (3:3:0)

An introduction to theory underlying test construction, evaluation, and interpretation. Survey of major types of tests and scales and focused study of widely used instruments. Prerequisite: STAT 374 or PSYC 272.

PSYC 347. Physiological Psychology (4:3:3)

An introduction to the nervous system and its relationship to behavior and experience. Particular emphasis on physiological research relating to brain/behavior correlates. Prerequisite: junior standing or permission of instructor.

PSYC 371. Animal Learning (3:3:0)

A critical examination of contemporary theories and phenomena related to animal learning and behavior. Topics include habituation, sensitization, classical and instrumental conditioning, reinforcement, and stimulus control. Prerequisite: junior standing or permission of instructor.

PSYC 372. Quantitative Methods for Psychology III (3:3:0)

A study of advanced research methods including multiple groups, repeated measures, multiple dependent variables, and incomplete designs. Includes the design and conduct of actual experiments and coverage of survey research. Prerequisites: PSYC 271 and 272.

PSYC 374. Personality (3:3:0)

A survey of psychological theories and research in the study of personality. Significant reading from the original writings of major theorists. Prerequisite: junior standing or permission of instructor.

PSYC 375. Community Psychology (3:3:0)

A survey of the theories, principles and concepts of community psychology including the classic and contemporary models of mental illness prevention and intervention as well as political and grassroots advocacy models of community wellness. Examines successful practical programs applying the principles of community psychology and reviews the research evaluating the development and effectiveness of community psychology applications. This course also has a service learning component of community service via service days and a specialized 30 hour practicum selected by the student from local agencies and facilities. Prerequisite: junior standing or permission of instructor.

PSYC 376. Human Sexuality (3:3:0)

A study of the psychology of human sexuality, including historical, multicultural, biological, social, developmental and personal perspectives. Focus is on discriminating accurate information on human sexuality from the psychological science perspective. Prerequisite: junior standing or permission of instructor.

PSYC 379. Special Topic (3:3:0)

Topics selected by the instructor. Designed for students majoring in psychology or upper division students in the social or biological sciences. Prerequisite: junior standing or permission of instructor.

PSYC 410, 420, 430. Independent Study (X:X:X)

Independent research on a problem in psychology selected by the student and advisor. Limited to majors of advanced standing with the ability to profit by the experience. Prerequisite: Consent of instructor.

PSYC 411. Senior Seminar (1:X:0)

Oral presentation before one's peers and invited guests of the results of an independently selected research project. Students are expected to also attend the seminar on a weekly basis to participate in presentations by other students and visiting scholars.

PSYC 439. Internship in Psychology (3:1:X)

Supervised field experience in a setting offering significant psychological services, e.g., MHMR center, mental hospital, independent school district. Consent of department internship director required. Arrangements must be made during the semester prior to the period of the internship.

PSYC 437. History and Systems of Psychology (3:3:0)

A study of the evolution of American psychology. Reviews historical roots in science and philosophy and traces the theoretical and research interests of early schools of psychology. Significant reading requirement. This is a capstone course for BA psychology majors. Prerequisite: Senior psychology major or consent of instructor.

PUBLIC RELATIONS

The public relations minor is designed to introduce students to the theory and practice of contemporary public relations. It includes courses that address questions of persuasion, influence, marketing, design, and applied media and communication experience.

Minor in public relations: 19 semester hours, which must include COMM 236, COMM 235 and 235L, and four of the following selected in consultation with a public relations advisor (six hours must be upper division courses): VART 3xx, BUSI 372, BUSI 474, COMM 332, COMM 375, COMM 479 (when the topic concerns journalism or public relations), COMM 439, POLS 333, PSYC 234 or SOCI 274.

PUBLIC RELATIONS

COMM 236. Public Relations (3:3:0)

An introduction to theories of public relations, with specific emphasis on various real-world contexts and problem-solving techniques. Theories of social influence and persuasion, campaign design, ethics and law are also covered.

READING

For reading (READ) course listings for education majors, refer to “Education” in this section of the catalog.

RESERVE OFFICER TRAINING CORPS (ROTC)

Through a partnership agreement with Texas State University (San Marcos), Texas Lutheran students may cross-enroll at Texas State in either the Army ROTC or the Air Force ROTC. The purpose of the ROTC program is to commission qualified students who wish to serve in the United States military.

The ROTC courses offered by the Military Science Department (Army) or the Aerospace Studies Department (Air Force) at Texas State will be considered Texas Lutheran University courses and credit for such courses will appear on the student's TLU transcript. The number of credit hours for each course will be equivalent to the credit hours offered by Texas State University. Each TLU student enrolled in the ROTC Program at Texas State must meet eligibility requirements for admission to this program as stipulated in current Department of the Army and Air Force regulations.

ROTC students may compete for a variety of scholarships in both ROTC programs. Some scholarships provide full tuition, laboratory and incidental fees, and an allowance for books, plus a monthly stipend.

Students who are interested in the Army ROTC Program should contact the Professor of Military Science at 512-245-3232. Students who are interested in the

Air Force ROTC Program should contact the Department of Aerospace Studies at 512-245-2182. Both programs meet on Tuesday-Thursday afternoons.

RESERVE OFFICER TRAINING CORPS

ROTC 1xx. Freshman-Level ROTC Courses (x:x:x)

ROTC 2xx. Sophomore-Level ROTC Courses (x:x:x)

ROTC 3xx. Junior-Level ROTC Courses (x:x:x)

ROTC 4xx. Senior-Level ROTC Courses (x:x:x)

SOCIOLOGY

Sociology is the scientific study of human social life. It focuses on the forces that organize and structure society and smaller groups as well as the forces that disorganize and threaten to dissolve them.

Major in sociology, (liberal arts concentration): 30 semester hours, including SOCI 130, 232 or 274, 331, 373, 430 or 439, 433, 435, plus nine additional hours of sociology. The SOCI 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the liberal arts concentration: 24 semester hours, including six hours of psychology (to include PSYC 271), six hours of geography, six hours selected from among the following: INTR 231, POLS 232, 235 and 237, plus six hours to be determined in consultation with departmental advisor.

Major in sociology, (sociological research concentration): 30 semester hours, including SOCI 130, 232 or 274, 373, 430 or 439, 433, 435, 436, plus nine additional hours of sociology. The SOCI 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the sociological research concentration: 24 semester hours, including six hours of geography (to include GEOG 236), six hours of psychology (to include PSYC 271), three hours of economics (ECON 237 or above), plus nine hours to be determined in consultation with department advisor.

Major in sociology, (criminal justice concentration): 30 semester hours, including SOCI 130, 433, 435; CRCJ 231, 331 or 332; CRCJ 375 or SOCI 374; CRCJ 430 or 439, plus nine additional hours of criminal justice or sociology. The CRCJ 430 or 439 requirement is waived if student participates in the Washington Semester Program or a TLU-sponsored study abroad program.

Supporting courses for the criminal justice concentration: 24 semester hours, including PSYC 235, 271, and 332 or 374, six hours of geography, POLS 232 or 336, plus six hours to be determined in consultation with departmental advisor.

Minor in sociology: 18 semester hours in sociology, to include SOCI 130, 232 or 274, 331 and 373, plus six additional hours in sociology. (For the minor in criminal justice, see the "criminal justice" section of this catalogue.)

SOCIOLOGY**SOCI 130. Introduction to Sociology (3:3:0)**

Sociological principles and concepts, application of research methods, and analysis of modern day issues such as socialization, urban life, deviance and crime, the environment, aging, political culture, and social control.

SOCI 131. Introduction to Women's Studies (3:3:0)

Drawing from many disciplines (literature, psychology and history, among others), this course provides an introduction to the forces that shape contemporary women's lives. It is designed to question "common sense" notions of gender and look at how our ideas about what it means to be a woman are shaped by race, class, popular culture and public policy. Cross-listed with WOST 131.

SOCI 231A. Introduction to Criminal Justice (3:3:0)

An overview of the criminal justice system designed to introduce students to the history, organizational components and philosophy of the criminal justice system and the interrelationship of its subsystems, punishment and its alternatives, the court system, prosecution and its corrections. (Also offered as CRCJ 231.)

SOCI 232. Social Problems (3:3:0)

An examination of social policy issues surrounding physical and mental health, sex and sex roles, drugs, crime, violence, poverty, discrimination, aging, family life, education, the workplace and urbanization.

SOCI 238. Mexican American Culture in the Southwest (3:3:0)

This course assesses the historical and contemporary context of Chicano culture in the Southwestern United States. It examines, from a revisionist perspective, Chicano cultural history and its manifestations in contemporary forms such as music, food, myths and legends, art, literature, etc. (Also offered as MAST 238.)

SOCI 239. Cultural Anthropology (3:3:0)

The study of human societies from the period of cultural beginnings to the present, with special emphasis on primitive religion, art, technology, politics, and social life.

SOCI 271. Ethnography (3:3:0)

An introduction to qualitative communication and cultural research and the interpretive, critical and performative paradigms. Includes work on participant observation, fieldnotes, interviewing, journalism, personal narrative, data analysis, and autobiography. (Also offered as COMM 271.)

SOCI 274. Social Psychology (3:3:0)

A study of how people think about, influence, and relate to one another. Topics include social beliefs, conformity, group influence, persuasion, prejudice, aggression, attraction, altruism, and conflict and peacemaking. (Also offered as PSYC 234.)

SOCI 331. The Family (3:3:0)

A comparative examination of the family institution, including such structures and processes as marriage, socialization and the family cycle, with emphasis on changing family structures and an aging population.

SOCI 338A. Native Peoples of the Southwest (3:3:0)

The cultural, economic, and social processes of Native Americans of the Southwest from prehistoric societies such as the Anasazi and Hohokam to contemporary Native American society are explored. Special emphasis is placed on colonialism and cultural identity among groups such as the Hopi, Navajo, Apache, and Yaqui.

SOCI 373. American Minorities (3:3:0)

This course examines the values, beliefs and cultural patterns of identified groups in U.S. society. Topics include race and ethnicity, gender, sexual orientation, and disabilities. It reviews, within a global context, historical and contemporary relationships of such groups to the dominant society.

SOCI 374. Crime in American Society (3:3:0)

Sociological perspectives are used toward the understanding of the phenomenon of crime and punishment in the United States. Emphasis will be placed on the origins and causes of crime and criminal behaviors, prisons and debates about methods of punishment. Prerequisite: SOCI 231 or CRCJ 231.

SOCI 375. Juvenile Justice (3:3:0)

Examines the juvenile justice system as a distinct part of the criminal justice system from perspectives of history, criminal law, family law, developmental psychology, deviance theory, crime prevention, and diversion of juvenile offenders. Prerequisite: CRCJ 231 or SOCI 231A. (Also offered as CRCJ 375.)

SOCI 379. Special Topics (3:3:0)

Designed to address special interests of advanced students, to provide extended examination of particular issues introduced by other departments or programs, or to test the integrity of innovations in sociology. May be repeated for credit when topics are changed. Prerequisite: Department approval.

SOCI 410, 420, 430. Independent Study (X:X:X)

An opportunity for students to pursue independent research utilizing advanced research methods. Prerequisite: Departmental approval.

SOCI 433. Survey Research (3:3:0)

The application of scientific methods to political and sociological research, with an emphasis on hands-on design and conduct of surveys, and analysis of their data using multiple regression. The course includes a study of the psychology of public opinion. Prerequisite: PSYC 271. (Also offered as POLS 433.)

SOCI 419, 429, 439. Internship in Sociology (X:X:X)

Opportunity to work in an appropriate setting under close supervision. Prerequisite: Department approval.

SOCI 435. Senior Capstone: Sociological Theory (3:3:0)

Origins of the discipline and its leading personalities during its "classical" period, and the imprint left on our contemporary understanding of the social world-confronting timeless issues raised by life in a social context. Prerequisite: senior standing or consent of instructor.

SOCI 436. Research Methods (3:3:0)

Introduction to advanced social science methods, including both quantitative and qualitative data gathering and analysis, which each student will use to conduct independent research on a topic of his or her choice. Prerequisite: SOCI 433. (Also offered as POLS 436.)

SOCI 440. Washington Semester Research Project in Sociology (4:0:0)

Supervised, individual research in Washington, D.C. designed in consultation between Texas Lutheran and American University to take advantage of the resources of the Washington area through personal interviews, participant observation, etc. Required as part of the Washington Semester Program.

SOCI 441. Washington Semester in Sociology I (4:2:2)

Meetings with politicians, government officials, lobbyists, reporters, etc. Course includes lectures and discussions. Sited in Washington, D.C. at American University. Prerequisite: POLS 231, junior standing, and approval of the Washington Semester Committee.

SOCI 442. Washington Semester in Sociology II (4:2:2)

Continuation of SOCI 441.

SOCI 449. Washington Semester Internship in Sociology (4:0:8)

Under American University academic supervision, students intern in offices such as HHS, community-based non-profits, or NGO's to gain first-hand experience and insights. Academic requirements and office supervisor's evaluation determine final granting of credit. Part of the Washington Semester Program.

SPANISH STUDIES

STUDENT PLACEMENT IN SPANISH

Students who have never taken a language course at TLU but want to register for a Spanish course must take the **language placement test** available on **Jenzabar**. Students must then print the results and take them to any language instructor for final placement. Please see the website for further information.

Students returning to TLU who have successfully completed the prerequisite course at TLU during the IMMEDIATELY PRECEDING TERM may simply enroll in the next level course suggested in this catalog.

ADVANCED PLACEMENT CREDIT

Students may receive College Board Advanced Placement credit (AP), International Baccalaureate Program credit (IB) or College Level Examination Program credit (CLEP) in Spanish. The total advanced placement credit in Spanish at Texas Lutheran University shall not exceed 12 hours.

SPANISH STUDIES

Major in Spanish Studies (B.A. degree): 30 hours: 12 hours in lower division and 18 advanced credit hours from the following: SPAN 375, 376, 475 and three additional courses at 300 or 400 level. Three hours of Languages Across the Curriculum (LAC) coursework may be substituted for three hours at the 300 or 400 level. Successful completion of 376 is a prerequisite for LAC coursework. SPAN 439 or a Texas Lutheran University sponsored study abroad program in Spanish will be authorized for credit according to the content covered in each course.

Supporting work options (select Option A or B):

A. Liberal arts: 27 semester hours including (with Latin American content); ENGL 235; MAST/HIST 237; SOCI 238; 9 hours from three of the following areas: art history, history, communication studies, philosophy, political science, sociology, theology; six hours to be determined in consultation with the advisor.

B. A major or minor (24 semester hours minimum) in another discipline. Students must take at least 18 semester hours in a single discipline. The remaining hours will be determined in consultation with the student's advisor.

Major Spanish Education– EC-12 LOTE: (B.S. degree): Spanish Education EC-12 LOTE: (27 hrs) SPAN 131, 132, 231, 232, 337, 375, 376, 473, LANG 335.

Supporting courses for EC-12 LOTE BS Degree: 27 semester hours of the required courses for teacher education. (See Education section for additional guidelines regarding admission to the teacher education program).

Minor in Spanish Studies: 18 semester hours in Spanish Studies chosen in consultation with the student's advisor. Twelve of the 18 hours should be at the 300-400 level. Mandatory courses are SPAN 375, 376. Students may take three hours of LAC (Language Across the Curriculum) courses, participate in a TLU sponsored study abroad program in Spanish, or perform an internship. SPAN 376 is a prerequisite for LAC coursework.

SPANISH STUDIES

SPAN 131. Spanish Language and Culture I (3:3:0)

An introductory course for those with little or no knowledge of Spanish. While integrating language and culture, classroom activities will focus on listening and speaking in personal contexts. Reading and writing strategies will be introduced.

SPAN 132. Spanish Language and Culture II (3:3:0)

Classroom activities focus on student interactions in personal and survival contexts. Students will read simple connected texts and write creatively, using rudimentary discourse strategies.

SPAN 210, 220, 230, 310, 320, 330. Directed Study (X:X:X)

See the section in this bulletin entitled "Special Studies," and consult the Spanish instructor for details.

SPAN 231. Spanish Language and Culture III (3:3:0)

While integrating language and culture, classroom activities focus on conversational strategies in a wide range of concrete contexts likely to be encountered in the Spanish speaking countries. Students read short texts about concrete topics and write coherent paragraphs in past, present, and future time frames.

SPAN 232. Spanish Language and Culture IV (3:3:0)

Continued emphasis on concrete discourse strategies in practical and social situations, with an introduction to those strategies needed to sustain a more complex conversation. Cultural clichés and realities are further explored through a variety of readings and classroom activities. Students write short descriptive and narrative essays.

SPAN 337. Academic Spanish for Professional Purposes (3:3:0)

This course examines and offers practice in the content and form of various discourse styles as well as the cultural patterns particular to the professional world. While the course will be useful in any profession, majors in business, bilingual education, allied health, pre-law, sociology and theology will find the course especially beneficial. Prerequisite: SPAN 375 or 376.

SPAN 338. Latin American Literature in English Translation (3:3:0)

Readings in English translation from the vast literary treasure of Latin America. The readings may include the works by Nobel Prize laureates such as Gabriel García

Márquez, Miguel Angel Asturias, Octavio Paz, Gabriela Mistral and Pablo Neruda as well as other world renowned writers: Jorge Luis Borges, Carlos Fuentes, and Isabel Allende. Prerequisite: COMP 131, 132 and FREX 134.

SPAN 375. Advanced Conversational Spanish (3:3:0)

This course is for students who wish to improve their ability to speak Spanish. While the student will read and write in this class, the goal of the course is to produce a student who can speak and understand Spanish fluently and comfortably. Topics for discussion will come from various media sources: television, radio, movies, the internet, magazines, guest lectures, etc. Prerequisite: SPAN 232 or 236 or instructor permission.

SPAN 376. Advanced Practice in Reading and Writing (3:3:0)

This course offers students the opportunity to improve their reading and writing skills in Spanish. The students will read texts and write coherent narrative essays using advanced Spanish grammar skills. Prerequisite: SPAN 232 or SPAN 236.

SPAN 377. Spanish Literature from its origins through the Golden Age (3:3:0)

This course examines the literature of Spain from the XII through the XVII centuries, including the origins of primitive lyrical and epic poetry, early masterpieces of narrative prose and the beginnings of Spanish drama. Prerequisite: SPAN 375 or above.

SPAN 378 Spanish Literature from XVIII Century to the Present (3:3:0)

This course studies the literature from Spain beginning in the XVIII century and continuing until nowadays. Literary movements such as Enlightenment, Romanticism, Realism will be covered as well as the Spanish "Época de Plata" (generación del 98, 14 y 27), post-war works and literature from the post-Franco period. Some of the authors studied in this course include Cadalso, Larra, Espronceda, Bécquer, Galdós, Unamuno, Machado, García Lorca, Miguel Hernández, Cela, Carmen Laforet, Pérez-Reverte, Muñoz Molina, and Rosa Montero. Prerequisite: SPAN 375 or above.

SPAN 379. Special Topics (3:3:0)

Special monographic topics to be taught as special topics courses include, but are not limited to, Ruben Darío and the Modernist Poets; Postmodernist and Feminist Voices in Spanish American Literature; Memory, Community and Identity in Contemporary Latin American Literature, Latin American Short Story, Latin American Essay. Prerequisite: SPAN 375 or above.

SPAN 410, 420, 430. Independent Studies (X:X:X)

See the section in this bulletin entitled "Special Studies," and consult the Spanish instructor for details.

SPAN 419, 429, 439. Internships (X:X:X)

Designed to provide Spanish majors and minors experience using their Spanish in a work environment.

SPAN 434. Latin American Literature from its origins to the present. (3:3:0)

This course studies the literary work by early explorers/chroniclers, Colonial, Independence, modern and Contemporary authors of Latin America. Prerequisite: SPAN 375 or above.

SPAN 472. Chicano and U.S. Latino Literature (3:3:0)

Readings from U.S. authors within or about the cultural traditions and historical background of the Spanish-speaking communities in the United States, particularly Mexican-American, Puerto Rican and Cuban American.

SPAN 473. The Novel of the Mexican Revolution (3:3:0)

A course devoted to the study of the novel of the Mexican Revolution, including masterpieces by Mariano Azuela, Agustín Yañez, Juan Rulfo and Martín Luis Guzmán. Prerequisite: SPAN 375 or above.

SPAN 475 Research Seminar (3:3:0)

A research course for advanced students (open to Juniors and Seniors) involving intensive reading and writing on selected topics from literature, linguistics, or cultural aspects of the Spanish-speaking world, including the Spanish-speaking communities of the United States. This is a required capstone research course for Spanish majors. Prerequisite: Any two courses from the following: SPAN 377, 378, 434, 472, 473, or 477.

SPAN 477. Women Writers of Latin America (3:3:0)

This course is a survey of the lives and literature written by women of Latin America from its origin through the 21st century. Prerequisite: SPAN 375 or above.

STATISTICS

STATISTICS**STAT 374. Statistics (3:3:0)**

Topics will include organization and presentation of data, correlation and linear regression, an introduction to probability and probability distributions such as binomial and normal distributions, sampling distributions, hypothesis testing and estimation involving one and two populations. Statistical software such as Minitab will be used as a tool in this course. (Counts as a course toward a minor in MATH, but does not count as upper-division MATH course.) Prerequisite: MATH 130 or 133.

STAT 375. Applied Statistics (3:3:0)

Two population estimation and hypothesis testing, multinomial experiments and contingency tables, analysis of variance, multivariable and nonlinear regression, inferences about the correlation coefficient and slope of the regression line probability distributions such as Poisson's, Uniform, Exponential and Gamma distributions and Nonparametric Statistics. Real data and statistical packages such as Minitab will be used extensively in this course. (Counts as a course toward a minor in MATH, but does not count as upper-division MATH course.) Prerequisite: STAT 374.

THEOLOGY

The department of theology, philosophy, and classical languages, through the discipline of theology, seeks to strengthen and illumine programs in general education for all students, to provide major concentrations of study in theology, to provide academic background for those preparing for professional ministry in the church, to provide support and stimulus for the Christian and academic communities of the university, and to serve the broader community.

Acknowledging the various perspectives of faith within our own community and beyond, the department provides for the community a well-articulated expression of the Lutheran Christian tradition. This tradition, initiated nearly 500

years ago in a university setting, celebrates the liberating power of the Christian gospel of the grace of God, applied freely to all of life.

In support of the general education goals of Texas Lutheran University, the theological faculty works with other disciplines and with the Campus Ministry Program to assist students in developing and enhancing their understanding in the following areas:

- a. Scriptural studies: Critical analysis of biblical texts in their own settings, the processes of their development, their genres, purposes, and content, with primary emphasis on the biblical texts of Christians and secondary emphasis on the texts of persons in other religions.
- b. Historical theology: Discovery of connections with the wider church across time and throughout the globe and of the various cultural manifestations of the church through the study of Christian history and the use of empathetic imagination and experience.
- c. Systematic theology: Reflective, critical, and coherent communication of faith out of engagement with Scriptures, Christian traditions, contemporary life and ethical concerns.
- d. Christian ethics: The relationship between Christian belief and action by understanding the ways in which the bible, theology, tradition and reason inform moral judgments about the goals we ought to seek, the duties that govern and limit the means we take to those goals, and the traits of character we regard as virtuous.
- e. Practical theology: The development of skills that enhance the application of the Christian tradition in all areas of life, with emphasis on worship, study, service, and sharing, most fully in youth and family ministry.

Major in Theology (pre-seminary concentration): 30 semester hours, including THEO 133, 331, 332, 333, 433 or 437, 434; and six hours from 238, 335, 336, 337, or 431; and six additional hours in theology.

Supporting courses for pre-seminary concentration: 18 semester hours, including successful completion of intermediate level in Greek, and six hours in philosophy.

Major in Theology (youth ministry concentration): 36 semester hours, including THEO 133, 234, 238, 331, 332, 333, 336, 370, 434, 439A, 439B, and three hours from THEO 235, 372, 374, 431, or 437.

Supporting courses for youth ministry concentration: 18 hours, including COMM 374, SOCI 232, PSYC 236, and an additional 9 hours from the following: EDUC 332, COMM 273, GREK 131, 132, MUSI 333, PHIL 132, PSYC 234, SOCI 130, 331, 373; or a declared minor chosen in consultation with the faculty advisor.

Major in Theology (liberal arts): 30 hours, including THEO 133; 332 or 333; 335, 336, or 337; 374 or 437; 331; 238, 334 or 373; 434; and nine additional hours in theology

Supporting courses for liberal arts concentration: 12 hours, including 6 hours chosen from PHIL 131, 335, 336, and 338; and 6 hours in a modern or classical language.

Minor in Theology: 18 semester hours in theology, including six hours upper division.

CHURCH RELATED OCCUPATIONS

The ecumenical theologies of the 20th century have recovered for our day the apostolic and reformation understanding of Christian vocation; the whole people of God are called to participate in a common life of worship, testimony, and service for the world. Within this context a wide variety of church-related occupations has developed.

Pastors serve as ministers of Word and Sacrament primarily in congregations, but also in specialized settings such as university and seminary campuses, the military, hospitals, prisons, and synod and churchwide offices. Other rostered leaders, including ELCA deaconesses, diaconal ministers, and associates in ministry, carry out ministries of Word and Service. Students interested in a professional career in the church are encouraged to plan their academic programs in consultation with their advisors. Students wishing to serve as ministers of Word and Sacrament will be well-prepared for seminary with a major in theology (preseminary concentration). Those wishing to serve the church in ministries of Word and Service are encouraged to earn a major in their field of service (education, music, business, psychology, etc.) and a minor or a major in theology. The requirements for the minor or the major in theology may be tailored to meet the educational requirements for the Associate in Ministry certification in the ELCA. Those who wish to earn a major in theology because of their interest in the subject as a venue through which to study and examine all aspects of life, but do not feel called to serve as ministers of Word and Sacrament, ministers of Word and Service, as youth ministers, etc. should complete the major in theology (liberal arts concentration).

THEOLOGY

THEO 133. Introduction to Theology (3:3:0)

An examination of basic affirmations of the Christian faith. Attention is given to the origin and development of key theological concepts. Emphasis is placed upon the contemporary significance of theological reflection. Offered every fall and spring.

THEO 231. Moral Problems in Theological Perspective (3:3:0)

A survey of contemporary moral problems viewed from theological perspective. Students will learn how theological commitments shape moral judgments and an understanding of the moral life. Topics covered will be selected from the following: human sexuality, just war theory, theories of justice and human rights, the death penalty, medical ethics, business ethics, the nature and meaning of work.

THEO 234. Foundations of Youth Ministry (3:3:X)

A general introduction to congregation-based youth ministry through an examination of theology/philosophy of youth ministry, adolescent development, social trends and

characteristics of the adolescent culture, an overview of “Asset Building” in youth, appropriate roles and recruiting/training techniques for adult sponsors, and holistic youth ministry program development. Prerequisite: six hours of theology.

THEO 235. Faith Active in the World (3:3:0)

This course is designed for non-majors and addresses current issues in the interface between Christian faith and contemporary culture. The focus topic will vary, but it will address issues basic to the mission of Texas Lutheran University, such as living lives of faithfulness, faith and reason, faith and popular culture, faith and literature, and Christian faith and other faiths. Prerequisite: THEO 133.

THEO 238. Religion in the United States (3:3:0)

A survey of religious traditions, attitudes and practices in the United States. Students experience worship with major religious groups and explore the historical roots and beliefs of those groups. Broad themes, such as religious freedom, civil religion, humanism and fundamentalism are also addressed, using current events and students’ own experiences as resources in addition to the textbook and other assigned readings. Prerequisite: THEO 133.

THEO 322. Youth Gathering and Service Learning Event Planning (2:X:X)

A study of the global denominational histories, principles, applications, structural organization, methodologies, theologies, and biblical foundations involved in the planning and implementation of judicatory youth gatherings and congregation-based service learning opportunities. Includes 25 hours of practical field experience. Prerequisite: six hours in theology.

THEO 331. Christian Ethics (3:3:0)

An introduction to Christian ethics as a distinct discipline within theology. Special attention is given to the relationship between fundamental theological commitments and ethical judgement. Topics will be selected from the following: love (agape) as a basis for Christian ethics, the place of natural law reasoning in Christian ethics, the relationship between the doctrine of justification and virtue ethics, the relationship between Christology and social ethics, and problems of ecumenism. Prerequisite: THEO 133.

THEO 332. Old Testament Studies (3:3:0)

A general introduction to the old Testament with special emphasis upon the historical setting, the literary forms, and the major theological concerns of the literature as a whole. Prerequisite: THEO 133.

THEO 333. New Testament Studies (3:3:0)

A general introduction to the New Testament with special emphasis upon the historical setting, the literary forms, and the major theological concerns of the literature as a whole. Prerequisite: THEO 133.

THEO 334. History of Religions (3:3:0)

An examination of the sacred as an element in the structure of consciousness in some representative cultures of the past and present, along with a study of the origins, development, doctrines, and practices of some of the most significant world religions, such as Hinduism, Buddhism, Judaism, Christianity, and Islam. Prerequisite: THEO 133.

THEO 335. Ancient and Medieval Christian History (3:3:0)

A survey of the history of Christianity, with particular emphasis on the theological development of the Church from the apostolic period to the eve of the sixteenth century Reformation. Prerequisite: THEO 133.

THEO 336. Reformation and Modern Christian History (3:3:0)

A history of Christianity, in both its old and New World manifestations, from the Reformation to the present. Prerequisite: THEO 133.

THEO 337. Life and Writings of Martin Luther (3:3:0)

A study of the life, thought, and work of Martin Luther. Reading and discussion of Luther's most influential writings. Prerequisite: THEO 133.

THEO 370. Applications and Methodologies of Youth Ministry (3:3:X)

A practical examination of methodological understandings, effective ministry among middle school youth, verbal and nonverbal communication skills, youth ministry and "the law," active listening skills, personal leadership styles, leadership development within youth, job interview skills and contract negotiations, and print and media resource assessment and acquisition. Prerequisite: THEO 234.

THEO 372. Interpretation: The Bible in Contemporary Contexts (3:3:0)

An examination of ways in which the Bible is interpreted in different settings, such as middle class America and various third world cultures, and an assessment of the impact of those interpretations on the church and on society. Required field trip to Texas/Mexico border region. Prerequisite: THEO 133.

THEO 373. Judaism (3:3:0)

A study of historical, cultural, and theological developments within Judaism, with special emphasis on twentieth-century experiences of anti-Semitism, the Holocaust, the nation Israel, religious pluralism, and Jewish-Christian dialogue. Prerequisite: THEO 133.

THEO 374. Hispanic/Latino Theologies (3:3:0)

This course provides an introduction to theologies that are being developed by Hispanic theologians in the United States. Authors from a variety of Christian theological perspectives will be read as they address issues of historical and contemporary context, theology, biblical interpretation and ministry. Prerequisite: THEO 133.

THEO 379. Special Topic (3:3:0)

May be repeated for credit when the topics are changed. Offered on demand and subject to availability of staff. Prerequisite: THEO 133.

THEO 410, 420, 430. Independent Study (X:X:X)

Designed for students wishing to pursue a special research topic in theology under departmental supervision. Subject to approval of instructor and department chairperson.

THEO 419, 429, 439. Internship in Religious Education, Social Ministry, Field Work (X:X:X)

An individually designed practical experience course in the methods and problems of professional staff workers in the church. The course will usually be conducted as a laboratory course and will be primarily in-service training. The number of credit hours will be determined by the range and scope of the project, but could vary from one credit for a small project to three credits per semester for an internship. This course can be taken only after consultation with the chair of the department and submission of an acceptable project proposal. May be repeated for credit, up to a total of six semester hours.

THEO 431. Confessing the Faith: Then and Now (3:3:0)

An historical and theological study of the three Ecumenical Creeds and the Lutheran

Confessions, with a view to understanding them in their originating contexts and in today's world. Prerequisite: six hours of theology.

THEO 433. New Testament Theologies (3:3:0)

An investigation of the message of the New Testament in the light of contemporary scholarship. Special attention is given to the Christological significance of the kerygma. Prerequisite: THEO 333.

THEO 434. Senior Seminar (3:X:0)

The capstone course to help theology majors integrate and explore the vocational implications of what they have learned in theology through a course structured around the subdisciplines of scriptural studies, historical theology, systematic theology, Christian ethics, and practical theology. The class will culminate in a documented paper and presentation. Required of all seniors who plan to graduate with a major in theology.

THEO 437. Contemporary Theologies (3:3:0)

An introduction to current religious thought through a study of the nature of the theological task today, representative theologies, theologians and their historical roots. Since this course reflects current theological issues, specific content may vary from year to year. Prerequisite: six hours of theology.

THEO 439A, 439B. Internship in Youth Ministry (3:X:X)

Full-time internship with stipend and with an experienced supervisor in a congregation, a church-affiliated camp, a judicatory office or a specialized youth ministry program. Will include reading assignments, a student journal, an 8-12 page evaluation of the learning experience by the student, and an evaluation by the supervisor. Prerequisite: THEO 234, 370 and consent of instructor.

WOMEN'S STUDIES

The Women's Studies minor is designed to introduce students to the study of gender as a social construct. The minor provides an opportunity for focusing study in many disciplines around the general topic of women's and/or gender issues. Students who choose this minor will address these topics through their particular fields of interest.

Minor in Women's Studies: 18 hours including WOST 131; nine hours selected from COMM 377, HIST 272, POLS/PHIL 335, and SOCI 373; six hours selected from courses cross-listed with Women's Studies, WOST 430 or WOST 439.

WOST 131. Introduction to Women's Studies (3:3:0)

Drawing from many disciplines (literature, psychology and history, among others), this course provides an introduction to the forces that shape contemporary women's lives. It is designed to question "common sense" notions of gender and look at how our ideas about what it means to be a woman are shaped by race, class, popular culture and public policy. Cross-listed with SOCI 131.

WOST 410, 420, 430. Independent Study (X:X:X)

Designed for students wishing to pursue a special research topic in women's studies. Subject to approval of instructor and program chairperson.

WOST 419, 429, 439. Internship in Women's Studies (X:X:X)

Opportunity to work in an appropriate setting under close supervision. Subject to approval of instructor and program chairperson.

III

Academic Requirements

While the academic program at Texas Lutheran University is designed to provide students with a well-rounded education in the liberal arts and sciences, it simultaneously creates an atmosphere for realistic application in today's fast-paced world and competitive society. Thus whether a student desires direct employment after graduation or plans to attend graduate school, the academic foundation at Texas Lutheran serves to strengthen those personal goals. Diverse student interest are provided for through the various programs outlined below.

Arts and Sciences Program. The diversity found in this program provides broad range and depth for any prospective student. In this program students choose a major from among 26 academic areas, any one of which will assist the student in developing personal goals on the undergraduate level and provide a foundation for plans leading to graduation and beyond.

Teacher Education Program. Texas Lutheran University students may also pursue an academic program that prepares them to be certified to teach in Texas public schools on the elementary, middle school, or secondary level. Students in this program study in an academic area of their choice and participate in an extensive student teaching program during their senior year.

Professional and Pre-Professional Programs. Another large group of Texas Lutheran University students pursues professional studies programs, such as business administration. The university also has strong two or four-year preprofessional programs of study (programs designed to prepare a student for additional work in a specialized professional school). These pre-professional programs include medicine, dentistry, law, pharmacy, nursing, veterinary medicine, occupational therapy, physical therapy and the ministry. Please contact the TLU Health Professions Advisory Committee if you desire information about health-related pre-professional programs not listed in the TLU catalog.

GRADUATION REQUIREMENTS

At Texas Lutheran University students may receive one of four degrees: the bachelor of arts, the bachelor of music, the bachelor of science, and the bachelor of business administration. (The B.S. in accounting may not be earned separately, but only in conjunction with the B.B.A. degree in business administration with a professional concentration in accounting.)

GENERAL REQUIREMENTS

All Bachelor's Degrees:

A. Coursework in five areas is required. These five areas and their approximate credit hour amounts are:

- 1. Foundations of Liberal Education 12 semester hours
- 2. The Major 24-60* semester hours
- 3. Supporting Courses 0-42* semester hours
- 4. Dimensions of Liberal Education 36 semester hours
- 5. Electives 0-25 semester hours

*See specific requirements for each degree in this section.

- B. A minimum of 124 semester hours is required for graduation from Texas Lutheran University.
- C. A minimum of 30 semester hours must be upper division (junior or senior level) coursework.
- D. A student must pass all courses and earn a minimum grade point average of 2.0 (on a 4.0 scale) for all courses that are to count toward the fulfillment of the major area requirement. Twelve of these semester hours must be upper division, at least nine of which must be earned at Texas Lutheran University.
- E. A minimum of 33 semester hours of work must be earned through Texas Lutheran University including the final 24 hours. Graduating seniors may, however, complete any remaining semester hours at a regionally accredited college or university on the following conditions:
 - 1. They must have been in residence at Texas Lutheran University for a period of two semesters.
 - 2. They must apply for and receive approval for the work in advance from the appropriate department chair of the student's major. All work attempted at other institutions must be reported to Texas Lutheran University with official transcripts in time to meet deadlines for graduation certification.
- F. A minimum grade point average of "C" (2.0) must be earned for all courses taken at Texas Lutheran University.
- G. A maximum of four semester hours in band, choir, and/or dramatic media ensemble may be applied to graduation. A maximum of four semester hours in Kinesiology activity courses may be applied to graduation. Additional credits earned would be in excess and not creditable toward degree requirements.
- H. Catalog Selection: A student may obtain a degree from Texas Lutheran University according to the requirements of the catalog current at the time of his/her entrance to the university or the requirements of the catalog governing any subsequent year in which the student is registered. Generally, requirements must be met within six years of the catalog issue date.

Bachelor of Arts

The specific requirements of individual majors leading to the Bachelor of Arts degree vary widely. As a rule, however, majors leading to the B.A. degree fit the following parameters:

- Students must complete between 24 and 54 semester hours in coursework within the major.
- Students must complete between six and 42 semester hours in supporting courses.
- Students must meet all general requirements for graduation.

Bachelor of Science

The Bachelor of Science degree may be earned only by those students who choose accounting, athletic training, biology, chemistry, computer science, education, information systems, kinesiology, mathematics, or psychology as their area of major study.

The Bachelor of Science degree in accounting is an optional concurrent degree for students seeking the B.B.A. degree in business administration with a specialization in accounting, particularly those who wish to prepare themselves for certification as Certified Public Accountants. The B.S. degree in accounting requires an additional 30 hours of coursework in addition to the B.B.A. degree. Students contemplating the pursuit of the B.S. in accounting should confer with their academic advisor to ensure timely review and approval of the coursework required beyond the B.B.A. degree.

Majors leading to the B.S. degree must meet the following semester hour requirements in successful coursework:

- Students must complete between 34 and 45 semester hours in coursework within the major.
- Students must complete between 24 and 30 semester hours in supporting courses.
- Students must meet all general requirements for graduation.

Bachelor of Music

Majors leading to the Bachelor of Music degree must meet the following semester hour requirements in successful coursework:

- Students must complete 60 semester hours in coursework within the major.
- No additional supporting courses are required.
- Students must meet all general requirements for graduation.

Bachelor of Business Administration

The Bachelor of Business Administration degree may be earned only by students majoring in business administration with a specialization in one of six areas.

To qualify for the B.B.A. degree:

- Students must complete between 45 and 51 hours in coursework within the major.
- Students must complete 24 hours in supporting courses.
- Students must meet all general requirements for graduation.

IT IS THE RESPONSIBILITY OF THE STUDENT TO FULFILL ALL DEGREE REQUIREMENTS.

GENERAL COURSE REQUIREMENTS

General requirements for the specific areas of coursework found in most degree requirements are listed below.

Foundations of Liberal Education (12 semester hours)

Certain capabilities and understandings are essential to the study of the arts and sciences. Specific courses required of all students are therefore appropriate. Most important is strengthening students in their ability to think, write, read, compute, speak and listen effectively and appropriately. The following 12 hours are required:

- FREX 134 Exploring the Arts and Sciences. By addressing the perspectives and methods of different disciplines of inquiry, the course orients students to the nature of learning in the liberal arts tradition. Focusing on the general topics of education, human nature, the natural world, and the social world and human responsibility, this course shows how various disciplinary perspectives can be integrated in understanding ourselves and our world. Readings and other resources from classical to contemporary sources are critically examined and explored. This course is required of all students, except transfer students entering with 24 or more hours, no more than 12 of which may have been earned through dual participation.
- COMP 131-132 English Composition & Communication I and II. The English Composition and Communication sequence is meant to meet the need of students for work on written and oral communication skills. This two-course sequence (COMP 131-132) helps to fulfill the TLU Goal for Graduates of being able to “write clearly and coherently, speak effectively, and listen with care and openness.”
- MATH – three hours mathematics to include MATH 130, 133 or any higher level math or statistics course. Mathematical skill is essential to being an educated person in the twenty-first century. It is foundational to other disciplines, especially the sciences. Taking a course in mathematics helps students to meet the TLU goal that as graduates they should be able to “use basic mathematical skills and know the appropriateness of quantitative methods.” All students are required to take a minimum of three semester hours of mathematics.

The Major (24-60 semester hours)

Work done in a major area permits a student to inquire in depth into a subject and to acquire relative mastery of one specific area of knowledge. The following are the 26 major areas:

Accounting (joint major with Business Administration)
Applied Science

- Art
- Athletic Training
- * Biology
- * Business Administration
- Chemistry
- * Communication Studies
- Computer Science
- Dramatic Media
- Economics
- * English Studies
- * History
- Information Systems
- International Studies (Collateral Major)
- * Kinesiology
- * Mathematics
- * Multidisciplinary Studies
- * Music
- Philosophy
- Physics
- * Political Science
- Psychology
- * Sociology
- Spanish Studies
- * Theology

**Several concentrations/specializations available.*

The work required for each major is listed under the various program listings in the “Courses of Study” section of this catalog.

Supporting Courses for the Major (0-42 semester hours)

Supporting courses are designed to supplement the work in the major area. Some majors assign specific supporting courses; but in most cases general areas of study are outlined, and the specific courses are selected by the student in consultation with the academic advisor. The supporting work for each major is described under the various departments listings in the “Courses of Study” section of this catalog.

The Minor (18-23 semester hours)

As an optional part of the curriculum, the university offers academic minors, which may be interdisciplinary or based in one department. The general requirements include a minimum of 18 semester hours to be completed with at least a “C” (2.0 grade point average). Additionally, the student will present a minimum of six semester hours upper-division and six semester hours in

residence. A student pursuing a secondary education course of study may earn a minor in his/her second teaching field provided he/she meets all requirements listed above. Minors are available in the following subjects:

African-American Studies	Dramatic Media	Mexican-American
Art	Economics	Studies
Biology	English Studies	Music
Business Administration	Environmental Science	Philosophy
Business of Arts	Environmental Studies	Physics
Business Methods for	French Studies	Political Science
Historians	Geography	Psychology
Business of Science	Greek Studies	Public Relations
Chemistry	History	Sociology
Communication Studies	Mathematics	Spanish Studies
Computer Science	Medical Health	Theology
Criminal Justice	Communications	Women's Studies

Specific requirements for each minor are listed under the various disciplines in the “Courses of Study” section of this catalog.

Dimensions of Liberal Education (36 semester hours)

The dimensions courses provide students with a breadth of perspectives in their education. The first TLU Goal for Graduates is about the achievement of “a breadth of knowledge in the arts, humanities, natural sciences, and social sciences.” Along with the traditional divisions of arts, humanities, natural sciences and social sciences, there is also a course requirement in cross-cultural understanding, helping to fulfill the goal of “an awareness of and respect for diverse religions, cultures, and viewpoints.” Also supporting the goal of achieving “an understanding of the Christian faith and tradition,” is a two-course requirement in theology as the Theological Dimension. As well, the Personal Well-Being Dimension encourages the desire “to cultivate physical and psychological health and well-being.”

Students must fulfill requirements in the following dimensions:

- The Arts (6 semester hours)
- The Humanities (6 semester hours)
- The Natural Sciences (6 semester hours)
- The Social Sciences (6 semester hours)
- The Cross-Cultural Dimension (3 semester hours)
- The Theological Dimension (6 semester hours)
- The Dimension of Personal Well-Being (3 semester hours)

Specifics for each dimension are listed below:

A. The Arts (six hours)

Six hours from Art, Dramatic Media or Music.

B. The Humanities (six hours)

Six hours from Classical Studies, Communication Studies, Geography, History,

Literature (including modern language literature courses), Philosophy or Women's Studies. No more than three hours in any one discipline may count in this dimension.

C. The Natural Sciences (six hours)

Six hours from Biology, Environmental Science, Chemistry, or Physics. At least three hours in this dimension must be a laboratory course.

D. The Social Sciences (six hours)

Six hours from Economics, Political Science, Psychology, Sociology. No more than three hours in any one discipline may count in this dimension

E. The Cross-Cultural Dimension (three hours)

This requirement is met with three hours in Modern Languages either in Spanish, French or Hebrew. This requirement can also be met by one semester of study abroad. Students with three years of high school language study of the same language (French, German, Hebrew, Latin, Spanish or American Sign Language) may acquire institutional credit by taking the CAPE exam. The CAPE exam is for students to demonstrate their foreign language proficiency. It is only for those students who seek institutional credit to meet the 3 credit hours of cross-cultural dimension. Students must receive authorization from the Modern Languages Department to take the test and obtain an access password. Please see the website for further information. Students must receive a "B" or higher on the test in order to receive 3 hours of credit. Students must apply for the credit through the Registration and Records office and must also pay an institutional credit fee of \$15 per hour for a total of \$45.

F. The Theological Dimension (six hours)

Six hours from Theology.

G. The Dimension of Personal Well-Being (three hours)

A total of three hours from: INTR 211, 212, KINS 121, PSYC 120, Kinesiology activity courses. At least one hour of activity courses must be taken and at least one course from INTR 211, 212, KINS 121, or PSYC 120.

H. Students may use one interdisciplinary course of three credit hours (ex. INTR 231) to fulfill up to three hours of one of the dimensions requirements. Such INTR courses have their dimensions option specified in the course schedule.

Additional Requirements

1. Writing-Intensive course. All students must take one upper-division writing intensive course of three semester hours. Writing intensive courses are normally taken in the student's major and are so designated in the TLU catalog and course schedule.
2. Ethics-Focused course. All students must take one course of three semester hours credit either in ethics (PHIL 231, 331, 333, or THEO 331) or a course in any discipline having an ethics focus and so designated in the TLU catalog and course schedule.
3. Senior Capstone course. All students must take a senior capstone course as a seminar or practicum course (2 or more credit hours) in their major or a

related major discipline. This course will reveal the student's achievement in the discipline. The course will also include reflection on how one's involvement in this discipline and an associated vocation can contribute to the betterment of humanity and the world and how one's leadership potential can best be realized here.

IT IS THE RESPONSIBILITY OF THE STUDENT TO FULFILL ALL DEGREE REQUIREMENTS.

SECOND BACCALAUREATE DEGREE REQUIREMENTS

Students who already hold a bachelor's degree from a regionally accredited institution and who wish to pursue a second baccalaureate degree at Texas Lutheran, must complete a minimum of 33 semester hours of new coursework in residence at Texas Lutheran. The 33 hours must include:

- Twelve hours of upper division work of which nine hours must be upper division coursework in the appropriate major
- Six acceptable hours of theology.
- The student must also complete all major and supporting coursework for the second bachelor's degree.

Students wishing to pursue two baccalaureate degrees concurrently at Texas Lutheran must earn a minimum of 157 hours of course work including all major and supporting coursework required for both degrees. A minimum of 66 hours must be earned through Texas Lutheran University, including the final 24.

GRADUATION WITH HONORS

To be recognized as an honor graduate, the student must achieve the following cumulative grade point average:

<u>Honor Categories</u>	<u>Cumulative Grade Point Average</u>
Cum Laude	3.50 - 3.74
Magna Cum Laude	3.75 - 3.89
Summa Cum Laude	3.90 - 4.00

Graduation with honors is determined by the cumulative grade point average of at least 45 hours of coursework at Texas Lutheran University, (students with less than 45 hours in residence at Texas Lutheran are not eligible for graduation with honors).

Procedures for graduation, including the application process, are listed in the "Academic Procedures" section of this catalog.

IV

Academic Procedures

The following procedures and policies ensure that the student receives the best possible education. The provost is the official representative of Texas Lutheran University in matters pertaining to the scholastic life of the student body. Regulations made by the provost in addition to, in abrogation of, or in the interpretation of the following procedures and policies have the same force as the policies themselves. In case of discrepancy between the TLU catalog and other publications or academic information provided by any staff or faculty member other than the provost, the catalog takes precedence.

REGISTRATION PROCEDURE

Completion of registration is regarded as a student pledge to comply with university regulations. An officially registered student is one who has submitted course selections on the registration form, obtained the necessary approvals, and has settled all charges with the Business Office. All students are expected to register on the days specified in the academic calendar. Although students may register for a short period after the semester begins, registration is encouraged at the regularly scheduled time. Late registrants are subject to an additional fee. No student will be allowed to register after the first week of classes. The registration process includes the following steps:

ACADEMIC ADVISING

Each student is assigned a faculty academic advisor prior to registration. The FREX 134 instructor serves as the advisor for First Year students for the fall semester. Otherwise, students are advised by a full-time professor in the student's major area of interest. Undecided students are assigned to a faculty advisor who will work with the students to explore possible majors and career options. Although full responsibility lies with the student, faculty advisors will assist in the structuring of a satisfactory degree plan and semester course schedules, and advisors are available for general guidance and academic counseling. Students are encouraged to arrange a regular schedule of meetings with their advisors throughout the semester. Students who change their major or who find an advisor who better suits their needs can change their advisor by visiting the Dean of Students Office suite in the Alumni Student Center.

REGISTRATION

For students currently enrolled, registration for the next term takes place during the period specified in the registration instructions. Freshmen and transfer students may register in the summer at a Bulldog Basics session scheduled by the Office of Admissions.

CONFIRMATION OF REGISTRATION

Registered students must confirm their registration at the beginning of each semester and must complete financial arrangements. Students who do not confirm their registration on the designated day will have their schedules deleted.

SCHEDULE CHANGES

A student may add a course with the approval of the advisor only during the first week of classes (only during the first day of classes for summer sessions). A student may drop a course during this period without the course appearing on the student's record.

A student may drop or withdraw from a course without a grade (W) during the first 10 weeks of a semester or during the first week of a summer session. Courses can be dropped only with the approval of the advisor and the instructor. The schedule change becomes effective on the day that the approved schedule change form is filed with the Office of Registration and Records. There is a charge for adding or withdrawing from a course.

WITHDRAWAL FROM THE UNIVERSITY

A student who finds it necessary to withdraw entirely from Texas Lutheran University must file a completed withdrawal form with the Office of Registration and Records. The procedure requires the student to meet with his or her academic advisor as well as various administrative offices. Any student withdrawing without following the appropriate procedure is subject to a grade of "F" in each course. A student who withdraws from Texas Lutheran University according to the correct withdrawal procedure after the tenth week of the semester or after the first week of the summer session shall receive course grades of "WP" (withdrew passing) or "WF" (withdrew failing), as determined by the instructor.

READMISSION TO THE UNIVERSITY

Readmission for students who withdraw from Texas Lutheran University is not automatic. The procedure for seeking readmission depends on the student's academic status at the time of withdrawal.

A student who was in good academic standing when he/she withdrew from the university must file an application for reinstatement at least one week prior to the beginning of the semester or term. Applications are available in the Office of Registration and Records or on-line.

A student who was on academic probation when he/she withdrew from the university must submit an application for readmission to the Admissions, Advising, and Academic Standards (AAA) Committee through the Office of

Registration and Records. The AAA Committee will review the application, the previous work at Texas Lutheran University, activities since leaving the university, and prospects for the successful completion of a program. The committee then decides whether the student will be readmitted.

A student who was suspended for academic reasons is eligible to apply for readmission after the designated suspension period. The student must submit an application for readmission to the AAA Committee through the Office of Registration and Records. The committee will decide whether the student will be readmitted based upon the application, the previous work at Texas Lutheran University, activities since the suspension, and prospects for the successful completion of a program of study.

When a student is readmitted to TLU after having been suspended, he/she is admitted on academic probation. The student must in the first semester back at TLU, raise his/her cumulative GPA or be again suspended and/or dismissed.

CLASSIFICATION OF STUDENTS

REGULAR STUDENTS

Regular students are those who have met all admissions requirements and are degree-seeking. Regular students may be full-time or part-time (registered for fewer than 12 semester-hours credit). Regular students are classified according to the number of semester hours of college credit earned. (This number does not include the hours in which the student is currently enrolled.)

Freshman	= 0-26 hours
Sophomore	= 27-59 hours
Junior	= 60-89 hours
Senior	= 90+ hours

SPECIAL STUDENTS

Special students are those who either have not fulfilled all admission requirements or are not degree-seeking. Special students are not eligible for financial aid or for on-campus housing. Special students may attempt a maximum of twelve semester hours as a special student. After attempting 12 hours, the student must apply for regular admission and must meet all regular admission requirements. Special students must furnish all official transcripts.

DUAL PARTICIPATION STUDENTS

High achieving high school seniors from local high schools are offered the opportunity to enroll in selected college-level courses to earn college credit. Questions about this program should be directed to the high school's counselor or the Office of Registration & Records at Texas Lutheran University.

CLASS ATTENDANCE

Students are expected to attend all regularly scheduled classes, laboratories, studios, rehearsals, etc. for which they are registered. During the first week of class, each instructor will provide a written syllabus containing a statement of the instructor's policies concerning student attendance, including penalties for nonattendance. Students are responsible for being familiar with the attendance policy for each course in which they are enrolled. In the event of excessive student absence from a course, the student's grade may be lowered or the instructor may drop the student from the course with a failing grade (DF). A written notice of the instructor's intent to drop a student failing from a class will be sent to the student and the student's academic advisor five days prior to the instructor drop-failing the student. If this notice is received prior to the last day to drop a class, the student has the opportunity to withdraw from the course before the DF takes effect. A "W" grade will be reflected on the transcript if the student takes such action. If the number of absences that trigger the DF are accumulated after the "last day to drop a course," the grade of DF will be entered immediately.

ATHLETIC- AND PERFORMANCE-RELATED ABSENCES

Students who are absent from classes because they officially represent the University in such sponsored activities as intercollegiate athletics, performance tours and events, and other university-sponsored activities (including Krost Symposium and student participation in regional/national seminars) will be excused from classes under the following conditions:

- A student's absence from class does not excuse the student from any work missed during the absence. Students may not be penalized for such absences. The student and instructor will devise an appropriate substitute for missed work, classes, and examinations.
- The responsibility to make up work lies solely with the student who must discuss the missed assignments with the instructor as far in advance as possible.
- The names of students who will miss class to represent the University will be sent to their instructors by their sponsor or coach as far in advance as possible of the class to be missed. This list should include departure time or reporting time and estimated return time.
- Every attempt will be made to schedule travel that will have the least conflict with students' class schedules. Athletic contests, other than mandatory play-off games, and performance tours or events will not be scheduled during final exams.

CLASS BEHAVIOR

Students are expected to behave in a manner that is conducive to the learning environment for each class. Individual faculty may have specific behavioral guidelines for classroom conduct on their syllabi. Disruptive behavior will result in the student being dropped from the course with a grade of W. The faculty member must have the department chair sign (or approve) the withdrawal form and submit the form to the Office of Registration and Records. The student will be notified by the Office of Registration and Records that they have been dropped from the class and may no longer attend.

SCHOLASTIC LOAD

The semester-hour credit system is used at Texas Lutheran University with a normal academic load of 15 hours each semester. For entering freshmen, with a predicted grade point average below 2.7, the maximum academic load is 16 semester hours.

The maximum academic load is 17 semester hours. A student may, however, register for a greater load than 17 hours if the student achieved a 3.00 GPA in the previous semester.

Education majors are limited to 12 semester hours during their student teaching semester.

The maximum load for a summer session is seven semester hours per session.

GRADES, GRADE REPORTS AND GRADE POINTS

The following letters are used in the TLU grading system:

		Quality Points Used to determine GPA
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing	1
F	Failure	0
DF	Drop-failed by instructor	0
I	Incomplete	0
CR	Credit	0
NC	Non-credit	0
AU	Audit	0
W	Withdrew	0
WP	Withdrew passing	0
WF	Withdrew failing	0

A course grade of “I” must be changed by the instructor to a letter grade within sixty days. An incomplete grade contract must be signed by the student and the faculty member. An incomplete grade cannot be given without the completed contract. The contract must include the following items:

1. The requirements remaining to be completed (for example one final exam or one 5-page paper, etc.)
2. The grade for the course if the student does not complete the coursework.
3. The time allowed to complete the coursework is determined by the faculty member (a maximum of 60 days is permitted).

The contract must be signed by the department chair of the faculty member (the dean will sign if the faculty member is a department chair).

Students who withdraw from the university by the tenth week of the semester will receive a grade of W (withdrew); those who withdraw after the tenth week of the semester will receive grades of WP (withdrew passing) or WF (withdrew failing). For GPA computation, WF is equal to an F.

Quality of work or grade point average is based on the 4.0-point system (four grade points for each credit hour of “A” grade; three for each credit hour of “B” grade, etc.). The cumulative grade point average (GPA) is computed by dividing the total grade points by the total semester hours attempted or registered for at Texas Lutheran University. The GPA is based only on grades for work at TLU; it does not include credit hours or grade points for work transferred from other institutions.

Grades are issued from the Office of Registration and Records within five working days after the end of the semester. Grade reports are available on-line to students via myTLU, the student information system. Six-week grades are provided for information and guidance for freshmen and for students on academic probation. These grades are not recorded on the student’s permanent record and will also be available on-line.

REPEATING COURSES

A student may repeat a course at Texas Lutheran University. The official grade is the last one made and is the grade which is used to compute the student’s grade point average. Credit for a course at another institution is acceptable in transfer; however, only the grade earned at Texas Lutheran University continues to be computed into the student’s grade point average. Repeating work by correspondence is discouraged.

GRADE CHANGES

Grade changes must be submitted by the faculty member no later than the close of the long semester immediately following the term in which the incorrect or disputed grade was given. It is the responsibility of the student to contact the instructor if the student feels an error has been made. If the instructor finds an error has occurred, the instructor must submit the grade change with rationale to the Admissions, Advising, and Academic Standards (AAA) committee.

If the student and the instructor cannot come to agreement on the grade (i.e., if the instructor will not submit a grade change), the student may submit to the AAA Committee a written request for a review of the disputed grade. The student must prepare a written statement as to why he/she believes the grade to be incorrect. The faculty member will also prepare a written response. The AAA committee will consider both submissions and make a decision.

Students not enrolled at Texas Lutheran University during the long semester immediately following the term for which the incorrect/disputed grade was received have one year in which to contact the faculty member and initiate a review of the grade. The faculty member must respond in writing to the student (with a copy to the AAA committee) stating whether a grade change will or will not be submitted.

TRANSFER CREDIT

Credit from another regionally accredited institution is normally accepted at face value. Transfer work from institutions in candidacy status with a regional accrediting body who are later granted accreditation will normally be accepted a face value. It is the responsibility of the student to obtain all needed documentation from the other institution. Credits presented from non-regionally accredited institutions are generally not acceptable. A minimum "C" grade in a course is required for acceptability in transfer to Texas Lutheran.

A maximum of 68 semester hours may be transferred from a junior or community college. Once the student attains junior classification, further transfer work from a junior college may be limited to 6-8 semester hours.

FREX 134 is required of all students, except transfer students entering with 24 or more hours, no more than 12 of which may have been earned through dual participation.

CORRESPONDENCE COURSE CREDIT

In special circumstances, work by correspondence may be considered for application to graduation requirements. The correspondence work must be from another regionally accredited institution. Prior approval of the correspondence course as applicable to the student's graduation requirements must be obtained from the student's academic advisor and the registrar.

CREDIT/NO CREDIT COURSEWORK

Students have the option in some courses to choose credit/no credit or regular "A-F" grades. Once the registration for the course is completed, the student may not change from credit/no credit to graded or vice versa.

AUDIT OF ACADEMIC COURSES

A student may audit (AU) a course with the approval of the instructor. The student will earn no credit and receive no grade, and will not be required to complete assignments or take examinations. The student may not claim credit or challenge the course for credit at a later date. Adequate attendance for recording

of AU on the student's permanent record must be verified by the instructor. There is a fee for auditing courses. A change from audit to credit or credit to audit must be made by the last day to add a class for that semester.

ACADEMIC STANDING

A student admitted to Texas Lutheran University is assumed to have the ability, the preparation, and the motivation to make satisfactory progress toward a degree. Some students, however, do not make the progress expected of them. Students not achieving minimum standards of progress are notified, offered academic counseling, and given the opportunity to improve their work. Should suitable progress not be shown, they will be dismissed.

Minimum standards of progress are expressed in terms of a cumulative grade point average. The regulations regarding academic deficiency are designed to provide adequate warning and information to students who fall below the 2.0 cumulative grade average, the minimum required for graduation from Texas Lutheran University.

GOOD STANDING

To be in good academic standing, a freshman student must have a cumulative grade point average of 1.80 or higher. Upon attaining sophomore classification (27 hours), the student must have a cumulative grade point average of 2.0. Students who fall below these requirements are placed on academic probation.

ACADEMIC HONORS: DEAN'S LIST / PROVOST'S LIST

Dean's and Provost's Lists recognize full-time students (12 or more graded hours) who have successfully completed a full load of semester credits with the requisite grade point average (3.5-3.99 for Dean's List; 4.0 for Provost's List). Students who receive incomplete grades do not qualify for such recognition in that semester.

ACADEMIC WARNING

A student whose semester GPA falls below 2.0, but whose cumulative GPA is at least 2.0, will receive an academic warning from the registrar. This letter serves to alert the student to possible difficulties in the future if a 2.0 GPA is not achieved. No entry is made on the student's permanent record.

ACADEMIC PROBATION

A student is placed on academic probation if the student has a cumulative grade point average below 2.0 (for sophomore, junior or senior students) or, for freshmen students (those with fewer than 27 semester hours earned) a cumulative grade point average below a 1.80. The cumulative GPA is based only on credit hours attempted at Texas Lutheran University.

Students placed on probation must, in the next semester (including the summer session, if enrolled) earn a cumulative GPA better than the previous cumulative GPA. Students must achieve good academic standing after two consecutive semesters on probation (excluding the summer, if enrolled) or they will be suspended.

A student is removed from academic probation when the cumulative GPA rises to a 2.0 (for sophomore, junior, or senior students) or, for freshman students, rises to a 1.80.

When a student is readmitted to TLU after having been suspended, he/she is admitted on academic probation. The student must in the first semester back at TLU, raise his/her cumulative GPA or be again suspended and/or dismissed.

Students on academic probation are prohibited from participating in co-curricular activities (including intercollegiate athletics, fraternity/sorority activities and student government) and may lose some or all financial aid. Special consideration should be paid to the students academic load while the student is on probation.

ACADEMIC SUSPENSION

A student on academic probation whose cumulative GPA does not improve is placed on academic suspension for one or more long semesters. Academic suspension also occurs if the student does not achieve good standing after two consecutive semesters or sessions (excluding the summer, if enrolled) on probation.

The first suspension is for one long semester. A second suspension is for one year.

These regulations also apply to any student who is admitted to Texas Lutheran University on academic probation.

Students on academic suspension from Texas Lutheran University generally are not eligible to present credits earned at another institution during the period of suspension for transfer credit upon their return to TLU.

For students using VA educational benefits, see the section on Veterans Affairs for additional satisfactory progress requirements.

ACADEMIC DISMISSAL

Students who receive a third academic suspension will be academically dismissed from the university. Students who receive an academic dismissal may not return to Texas Lutheran University.

APPEAL PROCEDURES

Students who are academically suspended from TLU may appeal their suspension to the Admissions, Advising and Academic Standards (AAA) Committee, whose decision is final. The appeal should detail the reasons for thinking the circumstances of the case warrant special consideration. The appeal must be filed no later than two weeks prior to registration for the following semester. The appeal

will be reviewed by at least three members of the AAA Committee. If the appeal is denied, one semester must elapse before students suspended for the first time may apply for readmission; one year if the student has been previously suspended. A third suspension will constitute academic dismissal. Requests for readmission from students who left TLU on academic probation or who were suspended are also considered by the AAA Committee.

PERMANENT RECORDS

TRANSCRIPTS

A permanent record of each student's credits, grades, and academic status is kept in the Office of Registration and Records. Access to this record is governed by the Family Educational Rights and Privacy Act of 1974, as amended. Transcripts of the official record will be issued by the Office of Registration and Records only upon the receipt of a signed request by the student or alumnus.

The first official transcript is issued without charge; a fee of \$5.00 is charged for each additional copy of the transcript. An additional fee is charged if the transcript must be faxed.

No official transcripts will be issued for students whose financial account with the University is delinquent.

In October 2009, TLU implemented a new data system which changed several course numbers.

ACCESS TO RECORDS

Texas Lutheran University complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). This Act is designed to protect the privacy of students' educational records and to establish students' rights to review and inspect records. The policy permits disclosure of educational records under certain limited circumstances to the public or to a third party and routine disclosure, at the university's discretion, of information referred to as directory information: name, address, phone number, photo, major, participation in sports, awards and honors, height, weight, degrees, dates of attendance, campus e-mail address, photographic/videotaped images and previous colleges attended. A student has the right to prevent the disclosure of directory information by filing a request for non-disclosure in the Office of Registration and Records. Such a request is valid for the current academic semester only and must be submitted by the 12th class day of the semester or its equivalent in shorter terms. Questions concerning the Family Educational Rights and Privacy Act should be referred to the registrar or the dean of student life and learning.

PROCEDURE TO GRADUATE

- 1) A student planning to graduate from Texas Lutheran University should make a commitment to a course of study by the beginning of the junior year. Following the completion of 60 hours of credit, a student may register or advance register for only one more semester before a degree plan must be on file. The student's degree plan is approved by the chair of the department, the academic advisor and the Registrar. The original is kept on file at the Office of Registration and Records and copies are sent to the academic advisor and to the student. If a change in the degree plan is later necessary, a substitution form must be filed or a new degree plan submitted.
- 2) A formal diploma application must be submitted to the Office of Registration and Records in the semester prior (Fall semester for prospective May graduates and Spring semester for prospective August and December graduates) to which the student plans to graduate.
- 3) Students must have completed all degree requirements in order to graduate and may not have any incomplete or in progress grades on their transcript. TLU confers diplomas in summer, but there is no summer graduation ceremony. Summer graduates may participate in the December or May ceremony following their graduation.
- 4) The student is responsible for fulfilling the degree requirements for a particular degree as outlined in the catalog under which the student is graduating and to register in accordance therewith.

PROCEDURES FOR STUDENTS WITH DISABILITIES

The mission statement of Texas Lutheran University affirms the university's long-standing commitment to serve a diversified community. Included in this commitment are ongoing efforts to make the learning resources and physical facilities of the university accessible to students with disabilities. In accordance with the terms of the Americans with Disabilities Act of 1990 (ADA), Texas Lutheran University provides reasonable accommodations for students with physical/medical and/or learning disabilities, and/or psychological disabilities. A request for reasonable accommodations should be initiated with the ADA coordinator in the office of Disability Services, Meadows Center, Alumni Student Center.

All buildings on campus have access ramps, and some have elevators. A limited number of parking spaces for students with disabilities are reserved throughout the campus.

It is the right and the responsibility of the individual student to request accommodations and to provide professional documentation of their disability.

For specific documentation requirements please contact the ADA coordinator at 830-372-8009 or tweers@tlu.edu.

Once the disability has been documented, and eligibility for accommodations has been determined, typical accommodations and the classes for which the student is requesting them are discussed between the ADA coordinator and the student. The typical accommodations are noted on a Determination of Reasonable Accommodations form. The student then meets with his/her academic advisor to review suggested accommodations and to acknowledge the student's responsibilities. The student then meets individually with instructors to determine which accommodations are reasonable and appropriate for each specific class. The student is expected to maintain close contact with the ADA coordinator throughout the semester to ensure that agreed-upon accommodations are effectively carried out.

Note: The student is responsible for initiating this procedure each semester or summer school session.

Students with disabilities who are enrolled or who plan to enroll at Texas Lutheran University are eligible for admission and for financial aid programs on the same basis as students without disabilities. Additional assistance may be available from the Texas Department of Assistive and Rehabilitative Services (DARS), 312 S. Saunders St., Seguin, Texas 78155.

Appeals Procedure

Appeals regarding ADA accommodations should be made in writing and addressed to:

ADA Coordinator
830-372-8009
Texas Lutheran University
1000 West Court Street
Seguin, Texas 78155

If the appeal is filed during the summer session or if it involves the ADA coordinator, it should be filed with:

Dean of Student Life and Learning
830-372-8060
Texas Lutheran University
1000 West Court Street
Seguin, Texas 78155

Within 15 calendar days after the receipt of the appeal, the ADA coordinator or the dean of students will meet with the student and with other university officials as appropriate to discuss possible resolutions. A response in writing will be given within 15 days.

If the response by the ADA coordinator or the dean of students does not satisfactorily resolve the issue, the student may appeal the decision within 15 days to the Admissions, Advising and Academic Standards Committee.

The AAA Committee will review the appeal and may, at its discretion, meet with the student. The committee will then provide a written recommendation to the executive vice-president and provost for final action.

Special Programs

SPECIAL ACADEMIC PROGRAMS

THE CENTER FOR WOMEN'S STUDIES

The center's principal goals are to support the academic interests of the Texas Lutheran University community, to provide informal support and referral networks for students, faculty and staff, and to enhance awareness of women's issues across the campus and in the community. To fulfill these goals the center sponsors both formal and informal programs on a wide variety of topics.

INTERNATIONAL EDUCATION PROGRAMS

To enhance the value of the liberal arts education through national/international experiences and global education, Texas Lutheran University offers several study abroad programs and hosts international students from various countries. The International Education staff advises students regarding the various study abroad programs, assists with the application procedures, and provides pre-departure orientation and post-return re-orientation class. For the incoming international students, the International Education staff provides an orientation to life in the United States, university procedures, information to ensure that students comply with the regulations of the U.S. Citizenship and Immigration Services (USCIS), and general support and counsel.

Texas Lutheran University seeks to heighten international and global understanding of all students and offers a major to equip students for international careers. Students who choose an international studies major should review requirements in the courses of study section of this catalog.

STUDY ABROAD

To stimulate interest in international perspectives, and to heighten students' global understanding, Texas Lutheran University sponsors several study abroad programs. Programs and details change frequently. Students should consult the director of International Education for the most current information.

In-house Programs A variety of periodic study abroad programs are offered through Texas Lutheran University. These are typically two to four week programs led by a TLU professor. Past programs have included:

Tropical Ecology in Belize

Arts in Central Europe in the Czech Republic

Biology, Geography and Spanish in Costa Rica

Animal Behavior in NorwayInternational Marketing in RomaniaGlobal Perspectives in MexicoEnvironmental Science in EcuadorPolitical Science in Estonia and RussiaPsychology in Austria & Hungary

Augsburg College Texas Lutheran University is affiliated with Augsburg College's Center for Global Education in Cuernavaca, Mexico. The center focuses on language and peace and justice issues, and includes homestays. A similar program in Namibia, with travel to South Africa, is also available. In addition, they offer a program in Central America with travel to Guatemala, El Salvador and Nicaragua. The courses repeat each fall and spring semester. Internships are also available.

Central College Texas Lutheran University is also affiliated with Central College's Study Abroad Program. Located in Iowa, Central College has one of the U.S.'s oldest liberal arts-oriented study abroad programs, combining language and regular coursework in major European capitals (London, Paris, Vienna) at some of their best universities. Central College also has programs in China, the Netherlands, Spain and Wales. Internships are also available.

Ecuador Exchange Texas Lutheran University has an exchange agreement with Universidad San Francisco de Quito (USFQ) just outside Quito, the capital. USFQ is one of the first liberal arts universities in Latin America. Students can take a variety of courses taught in the Spanish language. USFQ also offers a summer program in the Galapagos Islands for students interested in marine environment, anthropology, and the interaction between local coastal communities and their environment.

ISEP Exchange The International Student Exchange Program, with which Texas Lutheran and hundreds of U.S. and foreign universities are affiliated, provides for exchanges between TLU and many international universities. A student remains enrolled in his or her home institution for purposes of tuition and fees. In recent years, Texas Lutheran University students have studied as ISEP students in countries, such as Australia, Costa Rica, India, Korea, New Zealand, Northern Ireland, and Scotland. Many of the ISEP schools have programs with courses taught in English.

Kansai Gaidai Exchange Texas Lutheran University has an exchange agreement with Kansai Gaidai, a Japanese university near Osaka. Students take courses in Japanese language and culture, business, economics, and history – all of the latter being taught in English.

Some summer study is available through most programs.

Students may use most of their current financial aid and some study abroad scholarships are applicable to semester-long affiliated study abroad programs.

General requirements are a minimum TLU cumulative GPA of 2.25 to 3.0 (depending on the program) and a good campus discipline record. Students must

also have at least two semesters completed at TLU before going abroad. For more information, contact the director of International Education.

INTERNSHIP PROGRAM

Texas Lutheran University recognizes the need for students in all majors to enhance their learning experiences by participating in internships - programs of part-time or full-time experience outside of the classroom that are closely related to the students' specific careers and academic interests. The Internship Program provides information, guidelines and support to students, faculty, and employers in order to insure opportunities for students to gain maximum benefits through internship participation.

KROST LIFE ENRICHMENT

Krost Life Enrichment Program received its first funding in 1977 by Dr. Frederick Elliott. After the first funding, others such as the Lily Johnson Foundation followed, which gave a stipend for the construction of the Krost Building. Generous donations have made it possible for students of Texas Lutheran to take part in an intellectual and physical application to life. The Krost Life Enrichment Program seeks to promote a whole person approach to life, which integrates the intellectual, spiritual, physical, and social well being of an individual. All students are urged to enroll in the program for a fitness evaluation, consisting of a graded exercise test to determine the fitness level and amount of body fat that exists. Counseling and planning sessions in which personal health practices, attitudes, and life objectives are explored follows the fitness evaluation and are incorporated into a wellness course. The Krost program also provides academic enrichment opportunities for students in departments through internships and work-study programs. These internships and programs are sponsored by Kelsey-Seybold Clinic, Baylor College of Medicine, NASA, and Texas Medical Center depending on the field that interests the student. These sponsors also support the Krost Symposium that is planned to foster intellectual inquiry with speakers of national and international stature. Going beyond Texas Lutheran, Krost Life Enrichment has supported the field of environmental science and the outdoor recreation program. Recently the Krost Program has also supported the Astronomy Club. The program also purchases student art at the TLU Student Art Show each year. The Krost program creates students at TLU that are more complete when they graduate and are more prosperous in the real world.

THE MEXICAN AMERICAN STUDIES CENTER

The Center for Mexican American Studies was established in 1971 to create new opportunities for service to the Mexican American community and to promote a greater understanding of the Mexican American experience. Academically anchored by the Mexican American Studies minor (see description in the "Course of Study" section) the Center also collaborates with other academic departments to provide a variety of courses that complement and enhance any major area

of study by examining the Mexican American experience and the dynamics of interethnic relations.

To underscore its academic grounding, the Center for Mexican American Studies is housed in an academic building (Langner Hall 112) and provides a reading and study center, which allows students, staff, faculty, and community individuals to utilize a number of selected library materials (books, journals, magazines, videos, and audiotapes) on Mexican Americans. By providing computer services for students, staff, and faculty use, the Center extends its service-to-the-community role. As the principal place on campus where students from all backgrounds explore and practice Mexican American culture in a welcoming and appreciative environment, the Center is used as the home base for the Mexican American Students Association (MASA), a student group with an active, open-to-all membership on campus, and for the Latino Alumni and Friends Association (LAA).

WASHINGTON SEMESTER

The Washington semester is offered in political science, economic policy, or journalism. These programs allow a limited number of Texas Lutheran University students to enroll in a 16-semester hour curriculum at the American University in Washington, D.C. The curriculum, depending on the program, involves research, seminars, lectures, and on-site meetings with national decision-makers, journalists, and others involved in reporting or making national policy. An internship in an appropriate office, agency, or organization is included. The programs are open to students, regardless of major, who meet the following criteria: have at least junior standing; have completed POLS 231 with a grade of C or better; have a minimum cumulative grade point average of 2.75; and have taken the basic courses in political science, economics, or communications studies (see "Course of Study" section).

AIR FORCE/ARMY ROTC

Through a cross-enrollment arrangement with Texas State University in nearby San Marcos, students may enroll in the Air Force Reserve Officers Training Corps or the Army Reserve Training Corps. The purpose of the programs is to commission qualified male and female students who desire to become officers in the United States Air Force or the United States Army. Texas Lutheran University students enrolled in the program take required military leadership coursework and other specialized coursework on the Texas State campus. The coursework counts as elective credit toward a degree at Texas Lutheran University and is added to the student's transcript. Complete information on the AFROTC or AROTC is available from Texas State University.

See "Reserve Officer Training Corps" in the Course of Study section of this catalog.

SERVICEMEMBERS OPPORTUNITY COLLEGE

Texas Lutheran University has been designated as an institutional member of Servicemembers Opportunity Colleges (SOC), a group of over 1,000 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Texas Lutheran University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of 13 leading national higher education associations.

When making an evaluation of credentials, Texas Lutheran University considers the work from other colleges and universities, the Defense Activity for Non-traditional Educational Support, and service school experiences.

Military personnel are invited to participate in the academic program on the main campus under a plan that provides an opportunity for military persons to complete the requirements for a degree as a full-time student. The individual may select from a list of 26 major study areas. A program may be planned to extend from 4 to 12 months.

VETERANS AFFAIRS

Texas Lutheran University is approved to offer assistance to students using veterans' benefits for educational purposes. Students using these benefits must contact the VA certifying official (372-8045) in the Office of Registration and Records and provide the appropriate documentation to be certified for benefits. Students using VA benefits must complete an application for admission and are subject to admissions requirements as stated in the "Admissions" section of the catalog. Individuals attending Texas Lutheran University using their VA benefits are responsible for payment of tuition to Texas Lutheran University regardless of when or how they are paid by the Veterans Administration. When a student fails to maintain prescribed standards of progress, the VA will be informed. Students using VA benefits are subject to any disciplinary action outlined in the catalog.

When using Department of Veterans Affairs educational benefits, students must adhere to certain satisfactory progress standards in their academic program. Students must maintain a cumulative grade point average of 2.0 on a 4.0 scale to achieve satisfactory progress. Students who fail to achieve a cumulative grade point average of 2.0 will be notified that they are placing their education benefits in jeopardy. If a student achieves a semester grade point average of 2.0 or better during the next semester of enrollment, but has not achieved the required 2.0 cumulative grade point average, the student may continue for one more semester. A student who fails to achieve a 2.0 cumulative grade point average after two consecutive terms of enrollment will be reported to the Department of Veterans Affairs for unsatisfactory progress.

Veterans who have successfully completed basic training will be granted eight hours of credit (seven hours in kinesiology and one hour in political science) after providing satisfactory documentation to the Registrar. Additional credit for other military training may also be available. Credit will be based on the ACE guide and will be awarded only when the training can be equated to courses that are currently in the university course listings and only when they apply toward the student's degree at Texas Lutheran University.

CAMPUS MINISTRY

Campus Ministry at Texas Lutheran University provides a focal point for the community of faith where people:

- Proclaim Christ in Word, Encounter Christ in Sacrament, and experience Christ in relationship.
- Place what they learn in conversation with what they believe and value.
- Witness to the reconciling Word of God in Christ, reaching out to all people.
- Respond to human need, work for peace and justice, and care for the sick and suffering.
- Find people in a supportive experience of community.
- Welcome one another warmly no matter what faith, tradition, nationality, race or denomination.
- Seek sensitive, personal and confidential pastoral care.
- Join in praise and worship, exploring the rich liturgical Christian worship tradition.

Active Campus Ministry groups include The Campus Congregation, The Catholic Student Organization, The Wesley Foundation (Methodist), Canterbury (Episcopal), The Fellowship of Christian Athletes, Habitat for Humanity, and the One Campaign.

INTRAMURALS/RECREATIONAL SPORTS

The university offers a well-rounded program of intramural sports open to all students, faculty and staff, with activities for individuals, groups of men or women, and co-ed groups. Competition includes teams from fraternities and sororities, independent students, residence hall floors, etc. The program includes flag football, volleyball, tennis, racquetball, bowling, soccer, 3-on-3 basketball, basketball, kickball, dodgeball, bowling, beach volleyball and softball. Other activities are added according to the diverse interests of the current student body. The Mabee Aquatic Center is heated and is open from March to October. The Jones Complex houses basketball courts, racquetball courts, and volleyball courts. The complex is open for student use during the evening when not reserved for collegiate sports. Lighted tennis courts, a 1km walking/jogging track and sandlot volleyball courts are also available, as well as the state-of-the art fitness center. Outdoor recreation equipment (tents, backpacks, stoves, etc.) are available for checkout.

FOOD SERVICE

TLU Dining Services provide service in two convenient locations: Hein Dining Hall and Lucky's Kennel located in the student center. All students who reside in university residence halls are required to choose one of the three meal plans offered, and students who reside in campus apartments or commuters may choose a meal plan geared to apartment living or Bulldog Bucks. Our professional culinary team provides nutritious, balanced options for all our TLU community. Many students find meal times and late night dining as a great opportunity to socialize and catch up on daily activities.

Students may change meal plans without penalty up to and including the first official day of class for that semester. Students may purchase a larger meal plan but may not move to a smaller meal plan or cancel a meal plan after this point. All meal plan changes are made through the office of Residence Life.

STUDENT EMPLOYMENT

There are a limited number of on-campus job opportunities for students. Although students do not have to qualify for federal or state work study funds to work on campus, preference may be given to students with federal or state work study awards. New student employees are also required to complete an I-9 and a W-4 form. These documents must be completed before beginning work. Students will need to provide original documents for the I-9 form that establish proof of identity and proof of eligibility to work in the United States. Federal law mandates completion of the I-9 form (including the appropriate documentation) within three days of the initial date of employment.

UNIVERSITY POLICE

The university police department is under the command of the TLU chief of police. The police officers at TLU are fully licensed and commissioned officers through the Texas Commission on Law Enforcement Officer's Standards and Education. Police officers are on duty 24 hours a day/365 days a year. The university police are responsible for, but not limited to, (1) the protection of the students, faculty, staff and visitors, their property, and the physical structures and premises of TLU, (2) the enforcement of federal and state laws, (3) enforcement of the rules and regulations of the TLU administration and the Board of Regents. The police department is also responsible for the issuing of campus parking permits and the enforcement of parking regulations. The police department is community oriented which includes crime prevention programs as well as criminal investigations, patrol and administrative divisions.

PARKING REGULATIONS AND MOTOR VEHICLE REGISTRATIONS

See a separate campus traffic publication.

VI

Costs and Financial Assistance

COSTS

BASIC COSTS

Basic costs to the students for the 2011-2012 academic year are shown below:

	<u>Per Semester</u>	<u>Per Year</u>
*Tuition:		
Block Rate Tuition (12-17 HRS)	\$11,900	\$23,800
Hourly Rate	\$790/Hr.	NA
Student Activity Fee:	\$65	\$130
**Housing:		
Hahn, Kraushaar and Knutson	\$1,750	\$3,500
Baldus, Clifton and Trinity (small)	\$2,150	\$4,300
Trinity (large)	\$2,300	\$4,600
Seguin Hall	\$2,150	\$4,300
Brandes and Kramer	\$2,100	\$4,200
Lange and Steger	\$2,100	\$4,200
Linne, Renger and Strunk	\$2,225	\$4,450
Glazener	\$3,550	\$7,100
Bogisch	\$3,550	\$7,100
***Meal Plans:		
A - Carte Blanche	\$1,955	\$3,910
B - 15 Meals/WK	\$1,720	\$3,440
C - 160 Meals/Semester	\$1,615	\$3,230
D - 45 Meals/Semester	\$780	\$1,560

*Tuition includes internet access for students

**Housing includes basic telephone service: student provides telephone.

***Meal Plan costs include sales tax of 8.25%

Some courses have "Class Fees" for field trips or supplies in addition to tuition costs. See the schedule of classes published each semester for information on class fees.

Students will be charged fees for certain services which are listed as "Special Fees" in the following section. Class fees and special fees are refunded at different rates as explained in the refund policy section. All students pay the activity fee except those who are current TLU employees.

All full-time students, with limited exceptions, are required to live on campus and to eat on campus in accordance with current meal plan regulations. Several meal plan options are available. Room and board arrangements may not be changed during a semester. Contact the Residence Life office for information.

New students pay a \$200 general deposit that confirms intent to enroll and serves as a security deposit. The deposit will remain on the student's account for the duration of enrollment at TLU. The deposit will be refunded less any outstanding balances (hall damages, library fines, etc.) owed to TLU once they are no longer enrolled. The deposit will be the same for on-campus residents and commuter students.

The last day to change meal plans for the semester is the day of check-in or registration verification. Students may purchase a larger meal plan but may not move to a smaller meal plan or cancel a meal plan after this point. All meal plan changes are made through the office of Residence Life.

SPECIAL FEES

Audit (per semester hour)	\$ 100
Career Planning Registration	\$ 20
General Deposit	\$ 200
Housing Cancellation Fee	\$ 75
Institutional Credit	\$ 15/hour
Installment Plan Fee (per semester)	\$ 50
Late Payment Fee	\$ 50
Late Registration for Fall and Spring	\$ 100
Late Registration for Summer	\$ 25
Music Fees (one private lesson per week)	\$ 225/semester
(two private lessons per week)	\$ 450/semester
Parking Permit	\$ 45/semester
Placement, advanced credit (per semester hour)	\$ 15
Replacement ID Card	\$ 25
Schedule Change	\$ 3/change
Scuba Diving/Dive Master Certification	\$ 200
Mountain Biking	To be determined
Replacement Diploma	\$ 50
Transcript of Record	\$ 5

Special fees are refundable prior to the first day of class each semester.

PAYMENT OPTIONS

Students are assessed charges each semester for tuition and fees and for the housing and/or meal plan they select. Payment for these charges may be made by one of the following two methods:

Option I: Payment in Full

Full Payment may be made on or before the first payment deadline of each semester. First payment deadlines for the 2011-2012 academic year are August 1, 2011 (Fall) and January 3, 2012 (Spring). After total financial aid is subtracted from the charges, any remaining balance must be paid out-of-pocket if this option is selected.

Option II: Monthly Payment Plan

Payment of the net balance after all proceeds from financial aid have been applied may be made in four installments per semester as outlined below:

	Percent of net <u>Semester balance</u>	- Date Due -	
		<u>Fall</u>	<u>Spring</u>
Payment 1	40%	Aug. 1	Jan. 3
Payment 2	20%	Sep. 15	Feb. 15
Payment 3	20%	Oct. 17	Mar. 15
Payment 4	20%	Nov. 15	Apr. 16

Student accounts with balances remaining after the first payment deadline of each semester will be subject to a \$50 installment plan fee.

Cash, checks, VISA, MasterCard, Discover, and American Express are accepted.

REFUND POLICY

Students who withdraw from the university are refunded a portion of their tuition, room and board charges if they complete an official withdrawal form with all appropriate signatures and return it to the Office of Registration and Records during the refund period. Reductions in charges for withdrawing from all classes during the fall or spring semester will be based on the following schedule:

Prior to first day of class	100%
Prior to the sixth day of class	75%
Prior to the eleventh day of class	50%
Prior to the sixteenth day of class	25%
Sixteenth day of class and beyond	0%

Students who reduce the number of credit hours they are attempting are refunded a portion of their tuition if written notification is received. The refund is based on the following calculation:

Tuition based on old hours	
Less: Tuition based on new hours	
Times: % from schedule above based on date of credit hour reduction	
Equals: Tuition Refund	

Class fees and Post-baccalaureate Teacher Certification fees are refunded at the same rate as the tuition schedule. Special fees are refundable prior to the first day of class.

IMPORTANT NOTICE FOR RECIPIENTS OF FINANCIAL ASSISTANCE

In accordance with federal, state and university guidelines, students who receive financial assistance and withdraw from any or all of their coursework may have some or all of the assistance returned to the original funding sources. As a result, students who withdraw may owe a balance to the university. Please refer to the “Refund Policy for Financial Aid” in this section of the catalog for more information on how withdrawing affects your financial aid award and refund.

Institutional financial aid (grants & scholarships) will be reduced by the same percentage that is used in the calculation of your tuition and fee refund.

Withdrawing from the university will not absolve you of responsibility for your educational expenses. Any unpaid balances owed to the university will be subject to late penalty fees and assignment to a collection agency.

FINANCIAL OBLIGATIONS

A student who applies and is admitted to Texas Lutheran University assumes a definite financial obligation. It is expected that the student or his/her parents or guardian will comply with provisions of this section of the catalog relative to payment of student accounts.

A student who is regularly enrolled and has made payments in full or executed a university approved payment contract is entitled to all the privileges of attending classes, taking examinations, receiving grade reports, securing course credit, graduating, and, where applicable, living on campus and eating in the cafeteria.

Any student who is delinquent in a financial obligation to Texas Lutheran University including special fees and fines is subject to exclusion from any or all of the usual privileges of the university. Graduation may be denied, and the student’s permanent record will not be released until the outstanding balance is paid in full.

STUDENT FINANCIAL ASSISTANCE

At Texas Lutheran University, earnings from a substantial endowment coupled with generous gifts from alumni, friends, churches, and foundations help reduce expenses so that charges assessed students represent only about 75 percent of the cost of their education. In addition to offering quality education at less than cost, Texas Lutheran offers a comprehensive aid program that lowers the actual cost of attending Texas Lutheran. Scholarships, grants, loans and employment opportunities enable TLU to recognize outstanding students regardless of financial need and assist those whose own limited resources would preclude their participation in the Texas Lutheran experience.

To be considered for any form of need-based financial aid (loan, grant, employment) a student must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. The Office of Financial Aid puts together a “package” of financial aid that may include federal, state, and institutional funds.

Students must apply every year for financial aid. Students who receive financial aid must also certify that they will not engage in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance.

Texas Lutheran University awards scholarship aid to students enrolled fulltime, defined as 12 semester hours or more. Students who withdraw from the university during a semester may lose some or all institutional, federal or state aid for that semester, as will students who drop below full-time status (see “Financial Aid Refund Policy” in this section). Institutional scholarships are, however, prorated for graduating seniors who need fewer than 12 hours to complete their degrees, but will not exceed the cost of TLU tuition. Students who are enrolled at least half-time may be eligible for need-based federal aid.

Students must maintain satisfactory academic progress (See “Satisfactory Academic Progress Standards” in this section) to be eligible for financial assistance of any kind.

Texas Lutheran University awards financial assistance without regard to race, sex, religion or national origin.

Specific questions concerning all forms of financial assistance should be addressed to the Office of Financial Aid, Texas Lutheran University, 1000 W. Court Street, Seguin, Texas, 78155 or may be sent to financialaid@tlu.edu. Brochures, forms, and procedural instructions are available upon request.

FINANCIAL ASSISTANCE AVAILABLE

SCHOLARSHIPS

Texas Lutheran University offers more than a dozen different scholarship programs. Brief descriptions of some follow. Scholarships are merit-based gift aid and are partially funded through Endowed Scholarship Funds and annual donations. (See Appendix XII) Specific guidelines apply to “stacking” of scholarships. In general, TLU scholarship/grant assistance may not exceed tuition.

Grant and scholarship aid (federal, state and external), when combined with TLU awards, may not exceed the cost of attendance for the year you are applying. When combined, TLU scholarships may not exceed the cost of tuition for the year you are applying for aid.

All academic scholarships awarded at TLU are determined based on academic performance in high school and SAT/ACT scores. Scholarships are renewable for up to three years as long as the student meets renewal criteria and remains enrolled fulltime.

ACADEMIC DISTINCTION SCHOLARSHIPS

National Merit Finalist Scholarship - Students who meet the requirements of the National Merit Scholarship Corporation (NMSC) and who are finalists will be awarded this scholarship for full tuition upon notification of final high school status. This award cannot be combined with other tuition specific scholarships and grants. This scholarship is renewable for up to three additional years when a student maintains a cumulative grade point average of 3.25 or higher.

Pacesetter Award for College Excellence (PACE) - By invitation only. One of our distinguished academic scholarships; students who have excelled in high school compete through interviews and essays for TLU's top scholarship award of up to full tuition. This scholarship is renewed for up to three additional years when a student maintains a cumulative grade point average of 3.0 or higher.

Da capo Award in Music - By invitation only. The most distinguished of our academic scholarships for students who plan to major in music. Students who have excelled in high school who indicated they plan to major in music competed through interviews and auditions for TLU's top scholarship award of up to full tuition. This scholarship is renewed for up to three additional years when a student maintains a cumulative grade point average of 3.0 or higher.

Locus Aduro Award in Dramatic Media - By invitation only. The most distinguished of our academic scholarships for students who plan to major in dramatic media. Students who excelled in high school and who indicated they plan to major in dramatic media competed through interviews and auditions for TLU's top scholarship award of up to full tuition. This scholarship is renewed for up to three additional years when a student maintains a cumulative grade point average of 3.0 or higher.

ACADEMIC HONORS SCHOLARSHIPS

A range of academic honors scholarships are awarded based on high school performance and SAT/ACT scores. These scholarships are renewable for up to 3 additional years when a student maintains the required cumulative grade point average and remains enrolled full-time.

TLU CHOICE Scholarship for Freshmen Students - Incoming freshman students who are admitted to both Texas Lutheran and Texas A&M University at College Station or the University of Texas at Austin are eligible for the scholarship program at TLU. The CHOICE program provides students the opportunity to get a private, liberal arts education for the same cost as Texas A&M University or the University of Texas. This scholarship is renewable for up to 3 years provided recipients maintain a cumulative GPA at TLU of 3.0 or above. For more information on the CHOICE scholarship, please see the website at: www.tlu.edu/choice_scholarship_program.

Lutheran Advantage Award - Incoming freshman students who denote their membership at a Lutheran church and meet the required academic criteria are

eligible for this award. This scholarship is renewable for up to three additional years provided the student maintains a cumulative 2.75 GPA at TLU.

National Merit Scholarship - Up to \$2,000 per year. - Students who meet the requirements of the National Merit Scholarship Corporation (NMSC) are awarded this scholarship upon notification of final high school status. Semi-finalists receive \$2,000 and those chosen as Commended receive \$1,500 per academic year. This scholarship is renewed for up to three additional years when a student maintains a cumulative grade point average of 2.75 or higher.

The College Board® Preliminary SAT® Recognition Program Scholarships. – Students who are recognized through either of the following programs qualify. National Hispanic Recognition Program (NHRP) or National Achievement® Program (for African American students only). Either scholarship is renewable for up to three years provided the student maintains a cumulative GPA at TLU of 3.0 or above.

Janota Scholarship - \$1,000 per year - Students who graduated as valedictorians or salutatorians of their high school class receive the Janota Scholarship. This scholarship is renewed for up to three additional years when a student maintains a cumulative grade point average of 3.0 or higher. This scholarship may not be combined with the National Merit Scholarship.

Presidential Scholarship - Up to \$14,000 (3.0 TLU CGPA required for renewal)

Academic Excellence Award (AEA) - Up to \$12,000 (2.75 TLU CGPA required for renewal)

Commendation Award – Up to \$10,000 (2.5 TLU GPA required for renewal)

Heritage Award - Up to \$7,000 (2.5 TLU CGPA required for renewal)

TRANSFER ACADEMIC SCHOLARSHIPS

Transfer scholarships are awarded based on credits received that are transferable to TLU and the grade point average calculated on these credits.

TLU CHOICE Scholarship for Transfer Students - Incoming transfer students who are admitted to both Texas Lutheran and Texas A&M University at College Station or the University of Texas at Austin are eligible for the TLU CHOICE scholarship program at TLU. The CHOICE program provides students the opportunity to get a private, liberal arts education for the same cost as Texas A&M University or the University of Texas. This scholarship is renewable for up to 2 years provided recipients maintain a cumulative GPA at TLU of 3.0 or above. For more information on the CHOICE scholarship, please see the website at: www.tlu.edu/choice_scholarship_program.

Transfer Academic Distinction – Up to \$10,000 per year. – (2.75 TLU CGPA required for renewal)

Transfer Academic Honor – Up to \$8,000 per year. – (2.75 TLU CGPA required for renewal)

Transfer Scholar Award – Up to \$6,000 per year. – (2.75 TLU CGPA required for renewal)

Transfer Achievement Award – Up to \$4,000 per year. – (2.5 TLU CGPA required for renewal)

Phi Theta Kappa - \$2,000 per year.– (2.75 TLU CGPA required for renewal)

This may be awarded in addition to Transfer Academic Scholarships for students admitted for Fall 2008 and later.

Renewal of these scholarships is based on continued full-time enrollment and the cumulative GPA earned at TLU, the number of transfer hours accepted, and the number of hours required to complete the degree.

PERFORMANCE AWARDS

Performance awards may not be combined with Academic Distinction awards but may be awarded in addition to other scholarships and are determined by the level of the student's participation. Students participating in more than one ensemble or performance area may receive up to \$2,000 from the combined Performance awards.

Auditions are required and must be scheduled in advance. If interested in auditioning for these awards, contact:

Doug Boyer, director, school of music, 830-372-6869, dboyer@tlu.edu

David Legore, chair, dramatic media department,
830-372-6021, dlegore@tlu.edu

Jones Fine Arts for Music Majors - \$2,000 to \$4,000 per year

Jones Fine Arts for Dramatic Media Majors - \$2,000 to \$4,000 per year

Jones Fine Arts Awards provide artistic and cultural recognition for outstanding musical and dramatic media performance to those students majoring in music or dramatic media who demonstrate a meaningful contribution to the life of the university through participation in performance ensembles while they are pursuing a baccalaureate degree.

Performance Awards for Non-Majors - Up to \$2,000 per year.

Performance awards provide artistic and cultural recognition for outstanding musical and dramatic media performance to those students in any major field of study who demonstrate a meaningful contribution to the life of the university through participation in performance ensembles while they are pursuing a baccalaureate degree.

Performance awards are given in the areas of band, choir, strings, piano, solo vocal performance, organ and dramatic media.

PARTICIPATION AWARDS

Presidential Award for Leadership and Service - By invitation only.

Up to \$1,500 per year.

Students demonstrating outstanding leadership through a variety of campus and community service activities may be invited to apply for this scholarship.

To be eligible for renewal, PALS participants are expected to serve 20 hours per semester in Seguin and the surrounding communities, attend monthly reflection meetings, and write a 500 word reflection essay each semester, in addition to demonstrating leadership on the TLU campus, be enrolled full-time and must maintain a cumulative grade point average of 2.5.

Publications Award - \$500 to \$3,500 per year.

Students interested in serving as editor or a major officer of the student newspaper, or other student publication may apply for this award. Contact Robin Bisha, director of student publications at 830-372-6075 or rbisha@tlu.edu for more information.

Athletic Training - Up to \$2,000 per year.

Students interested in working toward meeting requirements for licensure in athletic training may contact Brian Coulombe at 830-372-6952 for information on how to apply for this scholarship.

Students receiving this award must participate in all functions of the athletic training program.

TLU GRANTS

Grants are gift aid, generally based on financial need unless otherwise specified. Lutheran Congregation Scholarship Match. Texas Lutheran University will provide a match of up to \$1,000 to students whose Lutheran home congregation outside the tri-synod (North Texas-Northern Louisiana, Gulf Coast, Southwestern Texas) provides scholarship assistance for students attending the university.

Legacy Award. This program recognizes children of alumni who completed one full year (24 semester hours) at TLU by providing a grant of \$1,000 per year. Recipients must enroll full-time and remain in good academic standing to receive the award for four years.

TLU Alumni Recommendation Award (TARA). This award of \$1,000 is given to first year students who have been recommended by an alumnus of TLU. This award is for the student's first year at TLU and is not renewable.

Lutheran Clergy Grant. This program recognizes dependent children of ordained pastors of the Lutheran church (ELCA, LCMS, WELS, or others) and dependent children of others serving on one of the official rosters of the ELCA (AIMS, deaconesses, and diaconal ministers) by providing a grant of \$1,000 per year. Recipients must enroll full-time and remain in good academic standing to receive the award for four years.

International Student Grants. Available only to students who live outside the borders of the United States, both academic credentials and financial need are considered in determining to whom grants may be awarded.

FEDERAL AND STATE GRANTS

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for need-based grants and loans from federal, state and institutional sources.

Federal Pell Grant. Eligibility is based on need as determined by the federal government and funding levels approved by Congress. The maximum award for the 2011-2012 academic year is \$5,550.

Federal Supplemental Educational Opportunity Grant (SEOG). Funds are available to students who show high financial need and are eligible for the Pell Grant. TLU receives a limited amount of these funds each year to award to students. Maximum allowable grant is \$4,000 per academic year.

Teacher Education Assistance for College and Higher Education (TEACH) Grant. TEACH Grant funds are available to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families. Grants are awarded up to \$4,000 per year for a maximum of four years and can be used to replace the student's Expected Family Contribution (EFC). Students who receive a TEACH Grant but do not complete the required teaching service will be required to repay the grants as a Federal Direct Unsubsidized Stafford Loan. Interest will be charged from the date of each TEACH Grant disbursement.

TLU has been approved to offer TEACH Grants effective October 30, 2008. Students who have been accepted into the Teacher Education Program and who plan to teach in Bilingual Education, Math or Science may be eligible to receive the TEACH Grant if they meet the following criteria:

1. Scored in the 75th percentile or higher on the SAT or ACT or have a minimum cumulative GPA of 3.25
2. Complete the Free application for Federal Student Aid (FAFSA).
3. Are a U.S. citizen or an eligible non-citizen.
4. Sign a TEACH Grant Agreement to Serve (ATS).
5. Complete TEACH Grant counseling each academic year.

For additional information visit www.teach-ats.ed.gov.

Tuition Equalization Grant (TEG). Funds are available to Texas residents who are determined to have high financial need. The maximum award for 2011-2012 is \$3,518. This grant is renewable for up to five years for students who complete at least 24 credits hours per academic year and maintain a CGPA of 2.5 or higher.

LOANS

Federal Perkins Loans. Long-term, low-interest loans made available by the university and the federal government. Simple interest of five percent (5%) begins to accrue 9 months after you are no longer enrolled at least half-time. Maximum award is \$5,500 per academic year.

Federal Direct Stafford Loans. These loans are available to students enrolled at least half-time. Borrowing levels for 2011-2012 are:

	Subsidized	Unsubsidized
Freshman	\$3,500.....	\$2,000
Sophomore.....	\$4,500.....	\$2,000
Juniors and Seniors.....	\$5,500.....	\$2,000

Subsidized Federal Direct Stafford Loans are based on financial need. The federal government pays the interest on subsidized loans for you as long as you remain enrolled at least half-time. Unsubsidized Direct Federal Stafford Loans are available to you but are not based on financial need. You are responsible for the interest on unsubsidized loans while you are in school and may either pay the interest quarterly or choose to have the interest deferred until repayment, at which time the interest accrued while you were in school is added to the principal balance.

Independent students may borrow an additional \$4,000 (freshmen and sophomores) or \$5,000 (juniors and seniors) per year in the Unsubsidized Stafford Loan program.

For loans disbursed on or after July 1, 2011 and by June 30, 2012, the interest rate is fixed at 3.4 percent for subsidized loans and 6.8 percent for unsubsidized loans. Repayment begins 6 months after the student graduates or leaves school.

Lifetime borrowing limits for dependent students is \$23,000 in Subsidized loans and \$31,000 combined between Subsidized and Unsubsidized loans. Lifetime borrowing limits for independent students is \$23,000 in Subsidized loans and \$57,500 combined between Subsidized and Unsubsidized loans.

Parent PLUS Loans. Under the PLUS program, parents of dependent students without an adverse credit history may borrow up to the cost of attendance less other financial aid. Effective July 1, 2006, the PLUS loan has a fixed interest rate of 7.8 percent.

Repayment of this loan generally begins within 60 days after the final loan disbursement of the academic year. However, parents can request a deferment. For estimated monthly payments, go to the Scholarships and Financial Aid section of the TLU website, click on calculators and then on Loan repayment Calculator.

Alternative Loans. Alternative loan options are available to students. For information about alternative private loan programs, please stop by the Office of Financial Aid or visit the loan page of the Scholarships and Financial Aid section of TLU's Web site at www.tlu.edu.

EMPLOYMENT

Part-time jobs are available to students who are in good academic standing. Preference is given to students with financial need, but particular job skills and department referral occasionally take precedence. Normally, students work six to ten hours per week and are paid bi-weekly.

Federal Work-Study. This is a federal program awarded on the basis of need. Eligible students will have a Federal Work-Study award on their financial aid award letters. Students cannot earn more than the amount they are awarded per semester.

Texas College Work-Study. This is a state program for students that are residents of Texas who demonstrate financial need. Eligible students will have a Texas College Work-Study award on their award letters. Students cannot earn more than the amount they are awarded per semester.

FINANCIAL AID REFUND POLICY

The student's enrollment status will be determined based on enrollment on census date each term. This is the 12th class day of a long term. Once enrollment status has been determined, financial aid will be reviewed. If the student's enrollment status is different than that at which he or she was awarded, his/her financial aid will be adjusted accordingly. For example: Institutional aid and state grants requiring full-time enrollment will be cancelled, Federal Pell Grants will be adjusted for new enrollment status.

If a student drops a class after census date, institutional aid may be reduced - see Institutional Aid Policy – but federal and state grants will not be adjusted. However, Federal Stafford loans require enrollment to be recertified at time of disbursement. Federal regulations state that if a student drops below half-time or withdraws prior to loan disbursement, the loan may not be disbursed.

Institutional Aid Policy. When a student withdraws from the university, adjustments are made to the financial aid that was awarded to the student. Adjustments in financial aid are done in coordination with the University's institutional charges refund policy. Scholarships and other institutional aid may be rescinded.

Institutional aid granted by TLU is adjusted by the Office of Financial Aid according to the percentage refund schedule set by the registrar's office for adjusting institutional charges. In no case will a student receive institutional funds in cash.

Federal Aid Policy The student's enrollment status will be determined based on the student's eligible enrollment on census date each term. This is the 12th class day of a long term. Once enrollment status has been determined, financial aid will be reviewed.

Students who withdraw from all classes prior to the 60 percent point of the term and who receive institutional and/or Title IV federal financial aid may owe a refund of some or all of the received. Also, students who fail all of their classes because they stopped attending classes will be considered to have only attended class until the mid point of the term unless proof of class attendance is provided by the student.

Federal financial aid is "earned" on a proportional basis for each day of the term that the student has completed. If a student completes 30 percent of the term, then he or she has earned 30 percent of the federal financial aid. If the financial aid has been credited to the student's account and has paid institutional charges only, 70 percent of the aid must be returned to the federal financial aid programs.

Federal funds are returned to the programs in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Federal Perkins Loan
4. Parent Loan for Undergraduate Students (PLUS)

5. Federal Pell Grant
6. Federal Supplemental Educational Opportunity Grant (SEOG).
7. TEACH Grant

If financial aid created a credit on the student's account that was then refunded to the student, the student will be required to repay 50% of any unearned grant amount. If the credit balance was created by a loan disbursement, the student will be required to repay the lender the amount of the loan as per the terms of the signed promissory note.

Example 1: Joe was awarded federal grants totaling \$3,000 and received Federal Stafford funds of \$2,500. Joe was registered full-time, lived in Seguin Hall and had 15 meals/week meal plan. His total institutional charges are \$13,890.

If Joe withdraws at the 30% point in the term, he will have earned \$1,650 of the \$5,500 awarded. 70% of the \$5,500 or \$3,850 must be returned to the federal programs. TLU will return the \$2,500 Federal Stafford Loan to the lender and \$1,350 of the federal grants. Because Joe withdrew during week 5 of the term, he does not get a refund of tuition, room or board.

Assuming Joe had a zero balance on his student account at the time of withdrawal, he will be required to pay TLU \$3,850.

Example 2: Joe was awarded federal grants totaling \$3,000 and received Federal Stafford funds of \$2,500. Joe was registered full time, lived in Seguin Hall and had 15 meal/week meal plan. His total institutional charges are \$13,890. Joe withdrew at the 50% point of the term. Only 50% of the \$5,500 or \$2,750 is considered earned. TLU would return the \$2,500 Federal Stafford loan to the lender and \$250 of the federal grants. Assuming Joe had a zero balance on his student account at the time of withdrawal, he will be required to repay to TLU \$2,750.

Although financial aid must be returned to the federal programs as prescribed by federal regulations, the TLU Institutional Charges Refund Policy does not refund institutional charges at the same percentages. Students will be required to pay TLU for any balances owed after the institutional charges, refunds and financial aid refunds have been calculated.

If part of the balance owed to TLU is the repayment of a federal grant, TLU has 30 days to notify the student of the balance owed. The student has 45 days to either repay the funds or make satisfactory payment arrangements with the Business Office. Students who fail to repay the funds within 45 days may be reported to the credit bureau and will be reported to the U.S. Department of Education where a hold will be placed on the student's aid application. No further financial aid can be awarded until the hold is cleared.

Students are encouraged to meet with the Office of Financial Aid before the withdrawal process has started so that they can be informed of the financial impact of withdrawing from college.

State Grant Aid Policy. When a student withdraws from all classes tuition will be refunded according to the University's institutional charges refund policy. The

Tuition Equalization Grant (TEG) is tuition restricted. If a student withdraws or drops a class after census date, TEG will only be adjusted if TEG plus institutional grants and scholarship are greater than tuition.

SATISFACTORY ACADEMIC PROGRESS STANDARDS

Federal regulations require that all student financial aid recipients make satisfactory academic progress toward achieving a certificate or degree. Progress is measured by the student's cumulative grade point average and credits earned in relation to those attempted and the length of the academic program. That standard applies to ALL terms regardless of whether or not the student received financial aid. NOTE: This policy should be read in conjunction with the university's policy on Academic Good Standing and Academic Probation/Suspension.

Satisfactory Academic Progress will be measured at the end of each semester for all students. May term, Summer A and Summer B terms combine to create one summer semester for financial aid purposes.

I. Progress Standards

Completion Rate:

Students must, at a minimum, satisfactorily complete 75% of all courses attempted in each semester. Satisfactory grades consist of A, B, C and D.

Unsatisfactory grades are F, DF, W, I or any other grade that does not result in credits completed. All credit hours the student is enrolled for on the census day of each term will be included in credits attempted regardless of whether the class was successfully completed. Repeated courses count each time the course is attempted. (A three hour course taken three times would count as nine credit hours attempted.) Students are expected to complete their degrees within eight (8) semesters when attending college full-time unless their program of study requires more than eight semesters to graduate. Financial aid eligibility is suspended after a student has attempted 125% of the credits required to complete the degree.

Cumulative GPA

Students must also meet the academic standards of TLU as outlined in the TLU Student Handbook and shown below.

<u>Cumulative Credit Hours Completed</u>	<u>Minimum Cumulative Grade Point Average (GPA)</u>
0-26	1.8
27+	2.0

Withdrawals (W grades) which are recorded on the student's permanent academic transcript will be included as credit hours attempted and will have an adverse effect on the student's eligibility to meet the completion rate requirements for financial aid.

Incomplete grades - Courses that are assigned an incomplete grade are included in the cumulative credits attempted. These cannot be used as credits earned until a successful grade is assigned.

Repeated Courses - Repeated courses enable the student to achieve a higher cumulative GPA. However, repeating courses adversely affects the student's ability to meet the complete rate requirements as a repeated course is counted toward credit hours attempted each time the course is taken. Students may retake courses for which they have previously received a grade of F as many times as it takes to successfully complete the course. However, once a student receives a grade of D or higher, financial aid can only pay for one retake of the course.

Transfer Students: Only credits officially accepted in transfer and specifically applied toward a student's certificate or degree will be counted toward the maximum credit hours allowed. If the student is required to take hours above the maximum number allowable as a result of transfer from another institution, the student may submit a written appeal to the Office of Financial Aid requesting an extension.

Second Degree Students: Only officially accepted credits which are specifically applied toward the student's current certificate or degree program will be included in the maximum number allowed.

Part-time Students: Cumulative GPA requirements are the same as for full-time students. The number of semesters required to complete the program will depend on hours registered. Students must successfully complete the majority of hours attempted each semester. However, no student will receive financial aid once 125% of the required hours to complete the program have been attempted.

II. Financial Aid Warning

Students will be sent a warning letter if they fail to meet either the completion rate or minimum cumulative GPA standard as outlined

Students will be placed on warning for one semester during which they must come into compliance with the standard. Students not meeting the Standard at the end of the warning semester will be disqualified from receiving financial aid.

III. Financial Aid Disqualification

Students on financial aid warning who fail to meet the standards at the end of the warning semester will be ineligible for financial aid beginning with the next semester of attendance.

A student will be automatically ineligible for financial aid regardless of whether the student has previously been placed on financial aid warning beginning with the next semester of attendance when a student receives grades of "F" in all courses attempted in any semester. In evaluating satisfactory progress, a grade of "I" will be considered an "F".

Students who pre-register for a subsequent semester before grades are evaluated and who use financial aid to defer tuition and fees may owe a financial aid repayment if they do not maintain satisfactory academic progress and have been disqualified from financial aid once grades are posted and reviewed.

A student who is disqualified from financial aid more than one time for failure to meet these standards must meet with a financial aid counselor to discuss plans for re-establishing financial aid eligibility. Unless there are extenuating circumstances, a student in this category should expect to enroll for at least 12 semester credits without financial aid and successfully pass all courses with a minimum of a 2.0 GPA to be reconsidered for financial aid.

Disqualification from financial aid does not prevent a student from enrolling without financial aid if he or she is otherwise eligible to continue their enrollment. However, the student should be aware that the college's policies for academic eligibility and financial aid eligibility closely mirror one another, since both are measures of satisfactory academic progress intended to encourage behavior which leads to academic success.

IV. Appeals to Regain Eligibility

A student who fails to meet these standards and has lost eligibility for financial aid may appeal this decision. In the appeal, the student must explain why she/he was not making progress and what has changed so that she/he will begin making progress. Appeals must be in writing and must be accompanied by appropriate supporting documents. Appeals should be submitted to the Office of Financial Aid at least two (2) weeks before the beginning of the student's next semester of enrollment. Reasons that may be acceptable for the appeal are: (1) serious illness or accident on the part of the student; (2) death, accident or serious illness in the immediate family; (3) change in academic program; (4) other extenuating circumstances. The reasonableness of the student's ability for improvement to meet the appropriate standards for the certificate or degree program in which the student is enrolled will be taken into consideration.

Appeals will be reviewed by the Financial Aid Committee in conjunction with the Director of Financial Aid and will be approved, denied or approved for a probationary period not to exceed one semester unless an approved academic plan is in place. If an appeal is granted, the student will be placed on Financial Aid Probation and must earn a minimum 2.0 semester GPA and successfully complete a minimum of 75% of the credit hours for which the student has registered to continue to be eligible for financial aid.

V. Regaining Eligibility

Students who failed to meet these Standards and who choose to enroll without the benefit of financial aid may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid. If the standards are met, eligibility is regained for subsequent terms of enrollment.

Students should consult with a financial aid counselor to determine what must be done to regain eligibility.

VII

Division of Student Life and Learning

Texas Lutheran University is concerned with the development of the whole student and supports the belief that a student's education is more than the sum of classroom experiences. The Division of Student Life and Learning exists to enhance the student's learning experience by sharing the commitment to the school's educational mission and striving to increase student learning through teaching, advocacy, counseling, support, services, and personal interactions.

The Division of Student Life and Learning works together with students, faculty and staff to provide a variety of opportunities for student involvement in a full range of academic, social, cultural, spiritual, and physical activities and organizations.

The Division of Student Life and Learning is headed by the Vice President and Dean of Student Life and Learning and is comprised of the following: Academic Support Services, Career Development Services, Counseling Services, First Year and Campus Programs, Health Services, Residence Life, and Student Activities. The information below gives a brief description of each department along with an abbreviated list of student organizations. Detailed information on the Division, student programs and organizations, and university policies can be found in the TLU Student Handbook located on the TLU web site.

ACADEMIC SUPPORT SERVICES

Texas Lutheran University Academic Support Services provides academic assistance to all TLU students and is comprised of the Academic Support Center, Early Academic Warning Program, the Developing Scholars Program, and the Student Alert System. For more information, see the Academic Support web site at www.tlu.edu/academics/academic_support.

Academic Support Center – The Academic Support Center provides support for all TLU students, houses the campus tutoring and Supplemental Instruction programs and provides campus-wide academic workshops, individual academic counseling, and support. The Academic Support Center office is located in the Meadows Center Suite of the Alumni Student Center.

Early Academic Warning Program – The Early Academic Warning Program is for all first-year students, transfer students, athletes, and students on academic probation and is conducted after the third and sixth week of each semester. The three-week inquiry includes checks on behavioral issues that could lead to academic difficulty and the six-week check consists of grades earned as of

that date. Those students who receive alerts will be contacted and provided information on campus resources available to improve their academic success.

Developing Scholars Program – The Developing Scholars program is a voluntary program for students who have been placed on academic probation. Students who choose to participate meet with a campus support person bi-weekly and receive the individual support needed to work towards returning to good academic standing.

Student Alert System – The Student Alert System is provided for faculty who have concerns about their students in class. After being contacted by faculty, the Student Life and Learning Division will contact the student for follow-up and provide appropriate information and/or referrals as needed.

CAREER DEVELOPMENT CENTER

The office of Career Development assists students as they move through the steps of career exploration and decision making from the first year to graduation and beyond. The office provides students with assistance in assessing their interests and abilities, exploring the world of work, finding appropriate graduate schools, employment and internship opportunities, resume assistance, job skills assessment, conducting a job search, and recruitment services including on and off campus interviewing in addition to a resource library.

COUNSELING SERVICES

The University provides psychological help at no cost through Counseling Services, which is staffed with a licensed counselor and interns. The primary purpose of this department is to provide problem resolution and short-term, solution-focused therapy. Students who need long-term treatment, and/or more than four sessions a month, and/or specialty treatment should make arrangements to see community health professionals. For medication management, students may contact medical professionals in the Seguin area.

FIRST YEAR AND CAMPUS PROGRAMS

The First Year and Campus Programs office coordinates New Student Orientation and a wide range of programs focusing on support for specialized student populations and campus wide retention efforts on the first year and students in transition. This office is home to such programs as Peer Mentors, Parent & Family support, and academic and social initiatives for commuters, transfers, athletes, and first-generation students.

HEALTH SERVICES

The university maintains a part-time health service for the benefit of all students. The goal of the health program is to promote and maintain the health and general well-being of students through routine medical examinations, clinical services, and health instruction. TLU requires all students to have a completed health form on file.

The health center is staffed by a registered nurse. Students are entitled to limited service from local physicians to provide medical services during scheduled, on-campus visits and through referrals by the campus nurse.

RESIDENCE LIFE

As a primarily residential university the majority of our students live in convenient, air-conditioned residence halls and apartments on campus. Our residential facilities provide an informal living and learning environment in which students pursue their academic objectives, while taking advantage of opportunities for social interaction with their colleagues and peers. Through these experiences each student has the opportunity to develop a mature understanding of one's individuality in the context of a society that promotes community and interdependence. The resident assistants (RAs), made up of upper-class students, are a valuable resource available to all residents and provide both social and educational programs for the residents.

The university endeavors to provide a wide range of living options when available including single rooms and reduced occupancy in specified apartment units. The university desires to meet the needs of all residential students to the fullest extent possible.

All students are required to live in university housing, except for students who are married, over 21 years of age, seniors, or commuting from their parent's/guardian's home within a 30 mile radius of Seguin. Requests for exceptions to this policy are to be submitted to the director of residence life. If a student's course load drops below 12 hours during the course of a semester, the university reserves the right to require that student to live off-campus. This also applies to students who elect part-time study at the beginning of the spring term after having carried a full course load the previous semester. Students or applicants under the age of 18 will be reviewed on a case by case basis. Students who begin the academic year in residence commit themselves to a full year of residence in university housing except for marriage, graduation, study abroad, student teaching, internships outside the local area or withdrawals. Campus housing assignments are made without regard to race, creed, color or national origin.

STUDENT ACTIVITIES

Student Activities encourages student involvement through a wide variety of organizations, events, activities, workshops, seminars, and structured experiences that promote personal learning and growth in a student-centered environment. Below is a partial listing of various campus organizations managed by this office with further information available in the TLU Student Handbook or from the director at 830-372-8071.

Student Government

All full time students are members of the Student Government Association. The student body president and vice-president, together with a representative Student

Senate, work with faculty and staff in achieving university goals and in providing an open forum for student opinion and action.

Students nominated by the student body president represent student opinion on many university committees that are concerned with academic matters as well as certain aspects of the co-curricular program.

Departmental Organizations

- Athletic Training Club
- Geography Club
- Mathematical Association of America (MAA)
- Philosophy Club
- Pi Rho (chemistry)
- Psychology Club
- Society of Physics Students
- Texas Academy of Science (TAS)

Honorary Greek Organizations

- Alpha Chi (national honor society)
- Alpha Lambda Delta (first-year honor society)
- Alpha Mu Gamma (foreign language)
- Beta Beta Beta (biology)
- Delta Epsilon Iota (national honor society)
- Pi Lambda Theta (education)
- Psi Chi (psychology)

Professional Organizations

- Alpha Kappa Psi
- American Marketing Association (AMA)
- Student Education Association (SEA)

Campus Ministry and Religious Organizations

- Campus Ministry Leadership
- Canterbury Association
- Catholic Student Organization (CSO)
- Fellowship of Christian Athletes (FCA)
- Wesley Foundation (Methodist)

Campus Organizations

- | | |
|----------------------|--------------------------------------|
| Admissions Advocates | Student Ambassadors |
| Cheerleaders | Student Alumni Association |
| Goldstar Dance Team | Student Government Association (SGA) |
| Peer Mentors | |

Service and Social Organizations

Black Student Union (BSU)	Habitat for Humanity
Colleges Against Cancer	Mexican American Student Association (MASA)
College Republicans	MINGA
Environmental Action (EnAct)	Service Through Music
FANTA	Shabach Gospel Choir
Global Student Organization (ISO)	Veterans & Society Together
	Young Democrats

Social Greek Organizations

Greek Council
 Inter-Fraternity Council
 Inter-Sorority Council

Sororities:

Beta Alpha Sigma
 Delta Alpha Delta
 Kappa Pi Gamma
 Xi Tau

Fraternities:

Alpha Phi Alpha
 Omega Tau
 Sigma Phi Theta
 Zeta Chi

Theater Organizations

TheatreXpress
 (Students of all majors are encouraged to audition for the fall and spring productions)

Musical Organizations

Bulldog Band Association	TLU Choir
Bulldog Pep Band	TLU Concert Band
Kappa Kappa Psi (band fraternity)	TLU Drumline
Kantorei Chamber Choir	TLU Jazz Band
Mid-Texas Symphony	TLU String Ensemble
Tau Beta Sigma (band sorority)	TLU Women's Choir
TLU Chamber Winds	

Student Publications

Lone Star Lutheran (newspaper)
 The Sidewalk (student magazine)

Fitness and Campus Recreation

Aerobics	Sand Volleyball
Basketball	Softball
Dodgeball	Tennis
Flag Football	Volleyball
Racquetball	

Intercollegiate Athletics

Student Athlete Advisory Committee

Women's:

Basketball

Cross Country

Golf

Soccer

Softball

Tennis

Track and Field

Volleyball

Men's:

Basketball

Baseball

Golf

Soccer

Football

Tennis

VIII Intercollegiate Athletics Program

TEXAS LUTHERAN UNIVERSITY INTERCOLLEGIATE ATHLETICS PROGRAM

The intercollegiate athletics program exists for the sake of the students at Texas Lutheran University in promoting growth and development. That philosophy also promotes the concept of being the best person one can be in the classroom and on the field. Intercollegiate athletics provides equal opportunity for talented male and female students to participate in a nationally competitive sports program that is values-based and educationally sound.

Two primary goals are of interest to the student-athletes who participate in the program:

1. Every student-athlete who completes his/her eligibility is expected to graduate.
2. Each sport should aspire to be competitive at the conference, regional, and national levels.

Texas Lutheran is a full, active NCAA Division III institution and is also a member of the very competitive American Southwest Conference (ASC). Through the ASC's NCAA affiliation, conference champions in each sport are awarded automatic bids to NCAA post-season championship play. Members of the ASC, as with all NCAA Division III member institutions, cannot award grant-in-aid to their student-athletes solely on the basis of participation in intercollegiate athletics.

Fourteen sports are sponsored. Women participate in basketball, cross country, golf, soccer, softball, tennis, track and volleyball. Men participate in baseball, basketball, football, golf, soccer, and tennis. The schedules for all teams are very competitive.

The sports are coached by highly competent head coaches, each considered to be a master teacher. Most of the teams have at least one assistant coach. Most of the head coaches hold faculty appointments as well, and fully understand, support, and encourage the "student-athlete" concept. Individuals are recruited who will make significant contributions to the team goals and who will maintain high academic standards. Student-athletes who are interested in a specific sport are encouraged to visit with the coaches regarding interest in, and opportunity for, participating in intercollegiate athletics.

STUDENT ATHLETE MEDICAL INSURANCE POLICY

All student athletes are required to carry comprehensive medical insurance in order to play and practice intercollegiate sports at Texas Lutheran University. Proof of coverage must be provided to the TLU athletic insurance coordinator before the student will be allowed to play or practice. Acceptable proof of coverage is a copy of the student's medical insurance card and Insurance Policy Acknowledgement form. In addition, the TLU Medical Insurance Information Form must be completed and submitted to the TLU athletics training staff at the beginning of each academic year.

Student athletes will not be cleared for athletic participation until all insurance documentation and completed forms have been submitted to the athletic training staff.

An acceptable health insurance policy must include the ability to procure health care services from providers in the Seguin – New Braunfels geographical area and have a per occurrence maximum coverage limit of \$75,000 or better. It must also include coverage for injuries as a result of intercollegiate sports. If you need assistance in finding a suitable health insurance policy for your student athlete, please contact the TLU athletic insurance coordinator.

Texas Lutheran University provides secondary/excess medical insurance coverage only. This means that in the event that a student athlete is injured while playing or practicing for intercollegiate sports, TLU will pay a limited portion of the cost of care. TLU's secondary/excess coverage will pay the following:

- a. The first \$500 in deductible. If the primary plan deductible is higher, then the student and his/her family are responsible for any amount over \$500.
- b. No more than 30% of customary and usual charges for any procedure, visit, x-rays, etc.
- c. Texas Lutheran University will only pay up to \$2,500 out-of-pocket expense/year for an individual student. Once TLU has paid the above deductible and 30% of the out-of-pocket charges up to \$2,500, the remaining balance would then be the responsibility of the student and his/her family. Therefore, TLU's total financial responsibility per calendar year will not exceed \$3,000.

PLEASE NOTE: TLU will pay only the above amounts through our secondary/excess insurance provider. Any other amounts are the sole responsibility of the student and his/her family.

Parents and/or students must notify the TLU athletic insurance coordinator in writing of any change in insurance coverage or status. If a student athlete becomes uninsured at any time, he/she will not be allowed to play and/or practice until replacement coverage has been procured and proof of coverage provided to the TLU athletic training staff. If a student becomes injured and is not insured, or has lost prior coverage, TLU will not provide insurance coverage or pay any expenses except as provided above.

IX Directory of Personnel

TEXAS LUTHERAN UNIVERSITY CORPORATION

Texas Lutheran University is a university of the Evangelical Lutheran Church in America (ELCA). It is a non-profit corporation of the state of Texas. The Northern Texas-Northern Louisiana, Southwestern Texas, and Texas-Louisiana Gulf Coast Synods of the ELCA each elect nine members of the corporation. The board of regents also elects nine members of the corporation, and the bishops of the three synods are ex officio members. The corporation, which meets annually on campus, elects the members of the board of regents and has the authority to amend the university's Articles of Incorporation and Bylaws.

Michael A. Aguirre, financial planner, Investment Professionals, Inc.,
San Antonio.

Javier Alanis, pastor, Lutheran Seminary Program of the Southwest, Austin.

Judy Biffle, retired administrative director, University of Texas
M.D. Anderson Cancer Center, Houston.

George Brannies, chairman, Mason National Bank, rancher, Mason.

John Braulick, retired pastor of the ELCA, Shepherd King Lutheran Church,
San Antonio.

Ralph Cook, owner, Cook Mortgage, Inc. and Appraisal & Real Estate Services,
Corpus Christi.

Carol DeHaven, retired principal, Memorial Primary School, New Braunfels.

Todd Deller, *alternate presiding officer*, controller, The Beck Group,
Flower Mound.

Kristen Gronberg Etheredge, principal consultant, A.T. Kearney, Southlake.

Stephanie Ertel, attorney at law, Richard R. Ertel, P.C., Kerrville.

Phil Geleske, pastor of Rejoice Lutheran Church, Coppell.

Susan Giesecke, retired certified financial planner, Houston.

Brian K. Gige, lead pastor, New Life Lutheran Church, Pearland.

Melvin J. Hammer, retired pastor, Duncanville.

Demetrius Hardeman, special agent, Internal Revenue Service, New Braunfels.

- Eugene Janke**, retired controller for Oak Farms, division of The Southland Corporation, Cedar Hill.
- Kevin Kanouse**, bishop, Northern Texas-Northern Louisiana Synod, ELCA, Dallas.
- Rodney Koenig**, senior partner/attorney, Fulbright & Jaworski, LLP, Houston.
- Earl Koester**, retired, Missile System Engineering & Management, Raytheon Co., New Braunfels.
- Michelle Krejci**, executive director, Ann Richards School Foundation, Austin.
- Richard Laut**, computer technology faculty, Lee College, Baytown.
- Leah Matocha**, Victoria Area Center for Advanced Learning (high school) Music Director—Trinity Lutheran Church, Victoria.
- Jo Murphy**, retired vice president, Houston Endowment, Houston.
- Whitney Myers**, church and community leader, Austin.
- Lenora E. Ohlenbusch**, community volunteer, retired CPA – Deloitte & Touche, Houston.
- Per Oscarsson**, *secretary*, attorney, Beresford Booth PLLC, Edmonds, WA.
- Bonnie Parker**, pastor, St. Paul's Lutheran Church, Baytown.
- Carlos Pena**, vice president of the Evangelical Lutheran Church in America (ELCA), Galveston
- Michael Rinehart**, bishop, Texas-Louisiana Gulf Coast Synod, Evangelical Lutheran Church in America, Houston.
- Doris Rinn**, church and community leader, Seguin.
- Eldon Sund**, professor emeritus of chemistry, Midwestern State University, Wichita Falls.
- Ray Tiemann**, bishop, Southwestern Texas Synod, ELCA, Seguin.
- F. Gary Valdez**, president, Focus Strategies Investment Banking, Austin
- Joanne Vorpahl**, *presiding officer*, attorney/partner, Porter & Hedges, Houston.
- Stephen T. Wendel**, vice president, land and marketing, Abraxas Petroleum Corp., San Antonio.
- Hal G. Wolff**, attorney/partner, Hoover Slovacek, LLP, Houston.

BOARD OF REGENTS

The Texas Lutheran University Board of Regents is the policy making body in the governance structure of the university. The board's 26 members are elected by the Texas Lutheran University Corporation. Meetings are held three times each year on campus. The board's executive committee includes the chair, vice chair, secretary treasurer and three at-large members.

John M. Agather, president & CEO, Agather International Corporation,
San Antonio.

Glynn Bloomquist, *secretary*, president & CEO, Tejas Global Resources, Austin.

Nancy Breland, JD, CPA, CFP, Breland & Breland, Houston.

Philip Dunne, president, Advanced Containment Systems, Inc., Friendswood.

Susan Evers, retired financial executive, USAA, San Antonio.

Charles Franks, retired, Valero Energy Corporation, San Antonio.

Andrew Huang, president, Houston Downtown Alliance, Houston.

Verne Lundquist, sports commentator, CBS Sports, Steamboat Springs, CO.

Joe C. McKinney, *treasurer*, vice chairman, Broadway National Bank,
San Antonio.

Robin A. Melvin, *chair*, attorney, Graves, Dougherty, Hearon & Moody, PC,
Austin.

Stanley J. Meyer, bishop assistant, Northern Texas-Northern Louisiana Synod,
ELCA, Dallas.

Robert G. Moore, pastor, Christ the King Lutheran Church, Houston.

Luis J. Moreno, legislative and campaign assistant, State of Texas, Austin.

Karen Norman, church and community leader, San Antonio.

Russ Rinn, former executive president, Commercial Metals Company, Seguin.

Steve Rode, retired ELCA clergy, Boerne.

Xavier Rodriguez, U.S. District Judge, San Antonio.

Ann Saegert, attorney, Haynes and Boone, Dallas.

Laura Sanford, president, AT&T Foundation, Dallas.

Charlotte Woods Smith, chief financial officer, Lee Anderson Company,
Brenham.

Marie Hall Smith, church and community leader, San Antonio.

William F. Staats, *vice chair*, professor of finance emeritus,
Louisiana State University, Baton Rouge, LA.

Lewis F. Westerman, senior director of real estate, Silver Ventures, San Antonio.

Linda Whitacre, church and community leader, San Antonio.

Karl Woodling, president, Kaywood Distributing Company, Inc., Dallas.

REGENTS EMERITI

Robert L. Beglau, retired Thrivent/Lutheran Brotherhood
managing partner/general agent, Great Southwest Agency, Austin.

Fred Biery, U.S. District Judge, San Antonio.

Marion Brekken, church and community leader, Grapevine.

V. George Brookover, Evangelical Lutheran Church in America,
Intentional Interim Minister/owner, Brookover Leadership Development and
Consulting, Kingwood.

Jack Bush, president, Raintree Partners, Inc., Dallas.

Carol DeHaven, retired principal, Memorial Primary School, New Braunfels.

Edwin Dentler, retired certified public accountant, Victoria.

Pam Dickson, church and community leader, Humble.

John Donegan, consultant CMC Americas, Seguin; retired president,
First National Bank, Seguin.

Carol R. Drucker, physician, The Woodlands.

Larry Franklin, financial representative, Thrivent Financial for Lutherans,
Lubbock.

Charles B. Franks, retired, Valero Energy Corporation, San Antonio.

Susan Giesecke, retired certified financial planner, Houston.

Jim Hammond, partner, Tradewinds Oil and Gas, Indonesia; partner,
Tomball Jet Center, Spring; board, Imperial Petroleum Recovery Corp.,
Dayton; director, So. Tx. Algae, Dayton; board, Lutheran Social Services,
Kingwood.

Roger Hemminghaus, consultant, retired chairman and CEO of Ultramar
Diamond Shamrock, San Antonio.

Shirley J. Herres, church and community leader, San Antonio.

Daniel Juarez, MD, PA; Clinical Assistant Professor, Dept of Internal Medicine,
UTHSC at San Antonio.

Paula Kaplan, managing partner, Kaplan Partners, Ltd., Longview.

- Edward Kruse, chairman of the board, Blue Bell Creameries, Brenham.
- Kathy Graeber Kubelka, retired educator, owner, Kathy's Catering, Richmond.
- Jon Lee, retired senior pastor, King of Glory Lutheran Church, Dallas.
- Nancy Maeker, director, A Minnesota Without Poverty, Minneapolis, MN.
- Arnold Moede, retired ELCA pastor, Seguin.
- Lee Mueller, rancher, Live Oak Farms, Concord, NC.
- Elliott Pancoast, part-time pastor, St. James Lutheran Church, Llano.
- Chester Patten, retired ELCA pastor, Hilliard, Ohio.
- Bill Petmecky, retired senior vice president, Seneca Resources Corporation, Fredericksburg.
- Claudette Pfennig-High, church and community leader, Pearland.
- Allan H. Sager, professor emeritus for contextual education, Trinity Lutheran Seminary, Columbus, Ohio.
- Berger Wallin, retired executive vice president, Sundstrand Corp., Morrison, CO.
- Michael Washington, associate director of admissions, The University of Texas at Austin.
- Graham Weston, chairman, Rackspace Hosting, San Antonio.
- Evangeline G. Williams, Investments/Real Estate, Lakeway.

PRESIDENT EMERITI

- Charles H. Oestreich (1969), *president emeritus*. B.S., Capital University; M.S., Ph.D., Ohio University; L.L.D., honoris causa, Capital University.
- Jon N. Moline (1994), *president emeritus*. A.B., Austin College; Ph.D., Duke University.

FACULTY EMERITI

- Bernard C. Baumbach (1950), *professor emeritus of sociology*. B.A., Capital University; M.A., Ph.D., The University of Texas at Austin.
- Harold Dean Bier (1964), *professor emeritus of chemistry*. B.S., West Texas State University; M.S., Ph.D., Texas A&M University.
- Harry W. Bischoff (1950), *professor emeritus of biology*. B.A., Evansville College; M.S., Vanderbilt University; Ph.D., The University of Texas at Austin.

- Louis E. Bittrich (1960), *professor emeritus of English studies and theater*. B.A., Gustavus Adolphus; M.A., Bowling Green State University; Ph.D., The University of North Carolina.
- Dorothy Ann Brown (1961), *associate professor emeritus of education*. B.S., University of North Texas; M.A., George Peabody College.
- Nancy A. Burris (1989), *professor emeritus of education*. B.A., M.A., Ph.D., Texas Woman's University.
- Sigurd Christiansen (1972), *professor emeritus of music*. B.M., Concordia College (Moorhead, MN); M.M., Millikin University; D.M.A., University of Illinois.
- Aida Apter-Cragolino (1990), *professor emeritus of modern and classical languages*. Law degree, Universidad de Buenos Aires; M.A., Ph.D., Ohio State University.
- Shirley Dean (1985), *instructor emeritus of biology*. B.S., University of North Carolina, Greensboro; M.P.H., University of Michigan, Ann Arbor.
- Susan K. Duke (1973), *associate professor emeritus of kinesiology*. B.S., Arkansas Polytechnic College; M.S., University of Wisconsin.
- Frank W. Giesber (1966), *professor emeritus of economics*. B.S., Texas Lutheran University; J.D., The University of Texas School of Law; Ph.D., The University of Texas at Austin.
- Mark O. Gilbertson, (1973), *professor emeritus of philosophy*. B.A., Augustana College (SD), M.A., Ph.D., University of Southern California.
- Jay H. Heizer (1988), *professor emeritus of business administration*. B.B.A., M.B.A., University of North Texas; Ph.D., Arizona State University.
- Robert L. Hiner (1965), *professor emeritus of psychology*. B.A., Texas Christian University; M.A., Ph.D., The University of Texas at Austin.
- Layne D. Hoppe (1971), *professor emeritus of political science*. B.A., Texas A&M University; M.A., University of Houston; Ph.D., University of Arizona.
- Patrick Hsu (1985), *professor of modern languages, director of information services, university librarian emeritus*. B.A. National Cheng-Chi University; M.S.L.S., Western Michigan University.
- M. R. Jaroszewski (1965), *assistant professor, registrar, director of administrative services, and dean of continuing education emeritus*. B.S., Sam Houston State University; M.A., The University of Texas at Austin.
- R. Clarence Lang (1972), *faculty emeritus*. B.A., Wartburg College; B.D., Wartburg Theological Seminary; M.A., University of South Dakota; Ph.D., University of Kiel, Germany.
- Georgette K. Maroldo (1970), *associate professor emeritus of psychology*. A.B., Long Island University; M.A., Hofstra University; Ph.D., The University of Texas at Austin.

- Billy D. Musgraves** (1979), *assistant professor emeritus of mathematics and computer science*. B.S., West Texas State University; M.S., Stephen F. Austin State University, M.A., Texas State University.
- John Nellerhoe** (1979), *assistant professor of art*. B.A., Concordia College-Moorhead; M.A., Wisconsin State University.
- Luther Oelke** (1975), *director emeritus of church relations*. B.S., Texas Lutheran University; M.Div., Trinity Lutheran Seminary.
- Irvin G. Patterson** (1965), *associate professor emeritus of biology*. B.S., Oklahoma State University; M.S., Texas Tech University.
- Arthur A. Preisinger** (1984), *associate professor emeritus of theology and of history*. B.A., M.Div., Concordia Seminary-St. Louis; M.A., University of Oklahoma; Ph.D., Texas Tech University.
- Harold Prochnow** (1967), *professor emeritus of education*. B.S., Texas Lutheran University; M.A., Texas State University; Ed.D., University of Houston.
- W. Preston Reeves** (1965), *professor emeritus of chemistry*. B.S., M.A., Texas Christian University; Ph.D., The University of Texas at Austin.
- L. Hernan Rivera** (1986), *professor emeritus of mathematics and computer science*. Licenciado, University Mayor De San Andres LaPaz, Bolivia; M.A. University of Oregon; Ph.D., Southern Illinois University.
- Paul O. Scheie** (1973), *professor emeritus of physics*. B.A., St. Olaf College; M.S., University of New Mexico; Ph.D., The Pennsylvania State University.
- Walter Seidenschwarz** (1968), *assistant professor emeritus of English and communication studies*. B.S., Texas Lutheran University; M.A., Eastern New Mexico University.
- James L. Shuler**, (1972), *assistant professor emeritus of kinesiology*. B.S., Carson Newman College; M.A., Incarnate Word College.
- Kieth W. Skogman** (1966), *professor emeritus of kinesiology*. B.S., Gustavus Adolphus College; M.A., State University of Iowa; Ed.D., University of Nebraska.
- Evelyn Fiedler Streng** (1946), *professor emeritus of science*. B.S., State Teachers College, Md.; M.A., Texas State University; D.Sc., honoris causa, Dana College.
- Jack R. Tennison** (1970), *associate professor emeritus of mathematics*. B.S., M.S., East Texas State University.
- Ronald Utecht** (1985), *professor emeritus of business administration*. B.B.A., Baylor University; M.B.A., Ph.D., Arizona State University.
- David Wasmund**, (1976), *professor emeritus of chemistry*. B.S., University of Washington; Ph.D., Southern Illinois University.

- Loren Weishaar** (1983), *assistant professor emeritus of business administration*. B.G.E., University of Omaha; M.B.A., Stanford University; M.Ed., Texas State University.
- Helen I. Weiss** (1948), *professor emeritus of education*. B.S., M.Ed., The University of Texas at Austin.
- Thomas G. Wilkens** (1968), *professor emeritus of theology*. B.A., Luther College; B.D., Luther Seminary; Ph.D., University of Aberdeen, Scotland.
- Anita F. Windecker** (1950), *professor emeritus of music*. B.Mus., M.M., The University of Texas at Austin.
- Betty Wolverton** (1972), *assistant professor emeritus of English and communication studies*. B.S., M.A., University of Missouri at Columbia.
- Kathryn M. Yandell** (1962), *professor emeritus of kinesiology*. B.S., M.A., Texas Woman's University; Ph.D., The University of Texas at Austin.

EMERITUS AND RETIRED STAFF

- Verlene Butler** (1995) *retired faculty services staff*.
- Ruth Cavanaugh** (1986) *retired president's office secretary*.
- Porfirio Deleon** (1971), *retired facility services staff*.
- Thomas Dodgen** (1979), *director of physical plant emeritus*.
- Doris Engelhardt** (1993), *retired employment and benefits coordinator*.
- Guadalupe Garcia** (1985), *retired facility services staff*.
- Violet Glover** (1978), *admin. assistant to the assistant vice president for development and alumni relations emeritus*.
- Kenneth R. Grimm** (1992) *retired facility services staff*.
- Adela Hairr** (1973) *retired church relations/campus ministry secretary*.
- Phillip C. Hambrick** (1995) *director and chief of the university police department emeritus*. B.S., The University of North Texas.
- Carol Hamilton** (1981), *director emeritus of financial aid*. B.S., Texas Lutheran University; M.Ed., Texas State University.
- Robert Haugen** (1962), *director of development emeritus*. B.S., Texas Lutheran University.
- Larry Hill** (1979), *maintenance superintendent emeritus*.
- G.P. Kiel** (1997), *associate vice president for development emeritus*. B.S. Texas Lutheran University; M.A., Texas State University.
- Dora Luna** (1985), *retired accounts payable coordinator*.
- Helen Martin** (1978), *retired library technician in serials & secretary*.

John T. Masterson (1999) *executive vice president and provost emeritus*. A.B., The College of Wooster; M.Div., Princeton Theological Seminary; Ph.D., University of Denver.

Frances McClinton (1985), *retired facility services staff*.

Gil Merkle (1997) *chief information systems officer emeritus*.
B.S., U.S. Air Force Academy; M.S., Southern Methodist University.

Laura Merz (1974), *retired communications specialist/dispatcher*.

Warren Mote (1984), *controller emeritus*. B.A., Baylor University; CPA.

Ron Perkins (1993), *retired preventive maintenance technician*.

Clyde Poe (1979), *physical plant director emeritus*.

Mary Anna Scheie (1978), *director of publishing services emeritus*. B.S.Ed., University of Oklahoma.

Harold Sager (1969) *vice president for principal gifts emeritus*. B.A., Texas Lutheran University; M.Div., Luther Seminary.

Carol Skogman (1971), *retired financial aid secretary*. B.S., Dana College.

Elmer Soefje (1989), *retired facility services staff*.

Maxine Sonntag (1976), *retired president's office secretary*.

Kathryn Tennison (1981), *retired community life secretary*.

Carl Weden (1986), *retired director of development*. B.B.A., Texas Lutheran University.

ADMINISTRATIVE STAFF

Office of the President

Stuart Dorsey, *president*. B.S.B.A., University of South Dakota; A.M., Ph.D., Washington University.

Stephen P. Anderson, *assistant to the president for administration and public affairs*.
B.A., Texas Lutheran University; M.A., Texas State University.

Sharon A. Craig, *executive assistant to the president*.

Stephen J. Doerr, *director for Retired and Senior Volunteer Program*. B.A., Texas Lutheran University.

Greg J. Ronning, *campus pastor and holder of the Lutheran Brotherhood Chair for Religious Life*. B.A., California Lutheran University; M.Div., Pacific Lutheran Theological Seminary.

Ted A. Wolber, *assistant director for Retired and Senior Volunteer Program*. B.A., Texas Lutheran University.

Office of the Executive Vice President and Provost

Academic Affairs

vacant, *executive vice president and provost.*

Charla M. Bailey, *director of international education programs.* B.S., M.S.,
Emporia State University.

Timothy L. Barr, *director of the Jon & Sandra Moline Center for Servant
Leadership.* B.A., Texas Lutheran University; Youth & Family Ministry
Certification, Wartburg Seminary.

Barbara E. Gettig, *special assistant to the provost.* B.A.,
Texas Lutheran University; M.Ed., Texas State University.

Laura L. Jenschke, *director of TLU/Mid-Texas Symphony Community Music
Academy.* B.M., University of Texas; M.M. University of Texas-San Antonio.

John McClusky, *interim associate provost.* B.S., Texas Lutheran University;
Ph.D., Yale University.

Martha A. Rinn, *director of Blumberg Memorial Library.* B.A.,
Texas Lutheran University; M.L.I.S., University of Texas at Austin.

Evelyn Fiedler Streng, *director of Fiedler Museum.* B.S., State Teachers College,
Md.; M.A., Texas State University; D.Sc., honoris causa, Dana College.

Information Technology

William R. Senter, *director of information technology.* B.A., M.B.A.,
Texas Christian University.

Richard F. Bailey, *lead analyst.*

Mitchell A. Gould, *computer programmer/analyst.* B.S., Texas A&M University.

Daniel A. Lane, *network and computer system administrator.*

Joseph Ramirez, III, *programmer analyst.* B.A., Texas Lutheran University.

Ronald V. Sozzi, *IT infrastructure & a/v services coordinator.*

Luke Tillman-Young, *technical analyst.* B.S., Texas Lutheran University.

Registration and Records

Glenn Yockey, *registrar.* B.S., Baylor University;
M.A., John F. Kennedy University.

Jean L. Constable, *director of institutional research.* B.A.,
M.B.A., Our Lady of the Lake University, CFP.

Marie R. Paiz, *assistant registrar.* B.A., Texas Lutheran University,
M.A. St. Mary's University.

Office of Development

- Nancy Hershfield**, *vice president for development and alumni relations*. B.A., Luther College; M.A., University of Manitoba; CFRE.
- James Chris Bischoff**, *development officer*. B.A., Texas Lutheran University
- Taylor Carleton**, *director of alumni relations*. B.A., Texas Lutheran University.
- Derrick M. Collins**, *phonathon and events manager*. B.A., Carthage College
- Brian K. Danforth**, *director of the annual fund*. B.S., Mars Hill College; M.E., Western Carolina University
- Sam P. Ehrlich**, *director of corporate, foundation and church relations*. B.A., Texas Lutheran University.
- Jennifer W. Kolbe**, *research manager*.
- Fonda L. Mathis**, *director of research and development services*. B.S., Texas State University.
- P. Renee Rehfeld**, *assistant vice president for development*. B.S. University of Tennessee.
- Vacant**, *development officer*.

Office of Enrollment & Marketing

- Vacant**, *vice president for enrollment services*.
- Lori N. Burkhardt**, *admissions representative*. B.B.A., Texas Lutheran University.
- Alanna L. Gangemi**, *admissions representative*. B.A., Texas Lutheran University. M.A., University of Colorado at Denver.
- Amber L. Martinez**, *assistant director of transfer admissions*. B.A., Texas Lutheran University.
- Debra L. Mattke**, *assistant director of financial aid*. B.A., Texas Lutheran University.
- Alecia N. McKee**, *associate director of admissions*. B.A., Texas Lutheran University.
- Amanda B. Owen**, *interim director of admissions*. B.A., Carson Newman College.
- Christina L. Quintanilla**, *financial aid counselor*. B.A., Texas Lutheran University.
- Cheryle R. Sozzi**, *senior financial aid counselor*.
- Carli I. Valverde**, *assistant director of web recruiting*. B.A., Texas Lutheran University.
- John G. Walker**, *associate director of admissions and athletic recruiting coordinator*. B.S., University of Texas at Austin; M.Ed., Texas State University.
- Cathleen F. Wright**, *director of financial aid*. B.S., University of Illinois at Urbana-Champaign; M.B.A., Butler University.

Office of Finance

John Andrew Nelson, *vice president for finance*. B.S., Texas A&M University; M.B.A., University of the Incarnate Word.

Stacey Alexander, *assistant controller*. B.B.A., University of Texas- San Antonio.

Geraldo Garcia, *interim director of financial reporting*. B.B.A., University of Texas-San Antonio.

Irene Garcia, *police captain*.

Gary Hopper, *chief, university police department*. B.S., Texas State University.

Sam P. Moy, *senior staff accountant*. B.A., Texas Lutheran University.

Lori A. Petty, *director of accounting systems*. B.A., Texas Lutheran University.

Edith H. Richardson, *director of student accounts*. B.B.A., Texas A&M University.

Susan G. Rinn, *director of university events and summer programs*. B.A., Southwestern University; M.A., Emerson College.

Lana C. Urbanek, *director of auxiliary services*. B.S., University of Wisconsin; M.A., Mankato State University.

Andy Vasquez, *associate vice president for human resources and risk management*. B.A., University of Texas; CCP, SPHR

Facilities

Kirk Herbold, *interim director of physical plant*.

vacant, maintenance superintendent.

Kathy Hewell, *interim assistant director of physical plant*.

Office of Marketing and Communication

Sarah C. Story, *associate vice president for marketing and communications*. B.J., University of Texas.

Jenni M. Loer, *marketing communications specialist*. B.A. (2), Centenary College of Louisiana; M.A., Syracuse University.

Judith M. Samford, *web/graphic designer*. B.F.A., University of Kansas.

Office of Student Life and Learning

Kristi R. Quiros, *vice president and dean of student life and learning*. B.A., Texas Lutheran University; M.Ed., Texas State University.

Catherine A. Anderson, *university nurse*. B.A., B.S.N., The University of Texas at Austin; RN.

Maria Avalos, *associate dean of student life & learning*. B.A., Southwestern University; M.Ed., Texas State University; Ph.D., University of Texas at Austin.

Alicia Boone, *area coordinator/Summer Programs*. B.A., St. Mary's University.

Lisa M. Cradit, *director of academic support*. B.A., East Texas State University; M.A., Texas State University.

Keith W. James, *area coordinator*. B.A., Newberry College.

Yu-jie “Jack” Kuo, *university physician*. B.S., Kaohsiung Medical College, Taiwan; M.D., The University of Texas Southwest Medical School.

Malikah Pitts, *director of first year and campus programs*. B.A., University of South Florida; M.Ed., University of South Florida.

Nicholas Rougely, *area coordinator*. B.A., Centenary College of Louisiana; M.A. University of Texas-San Antonio.

Ginger Taylor, *director of student activities*. B.A., M.S., Texas A&M University.

Kimberly M. Watts, *director of career development*. B.A., University of Incarnate Word; J.D., University of Texas at Austin; M.A., University of Texas San Antonio

Terry A. Weers, *director of counseling services and ADA coordinator*. B.A., Texas Lutheran University; M.A., St. Mary’s University.

Kyle P. Wych, *director of residence life*. B.S., Huron University; M.A., University of Texas-San Antonio.

Deanna Zapfe, *area coordinator/summer programs*. B.B.A., Georgia College and State University.

Athletics

William W. Miller, *director of athletics*. B.A., Texas Lutheran University; M.Ed., Sam Houston State University.

Michael T. Alderson, *head women’s soccer coach and assistant men’s soccer coach*. B.A., University of Birmingham, England; M. Ed., University of Texas-Tyler.

Scott A. Bigott, *part-time assistant men’s basketball coach*. A.A., Westark Community College; B.S., Houston Baptist University; M.Ed., University of Houston.

Silas J. Blackwell, *part-time assistant soccer coach*. B.S. Texas Lutheran University.

Gregory K. Burnett, *head baseball coach*. B.S., Howard Payne University; M.S., Texas A&M University-Commerce.

Mark A. Carey, *assistant football coach*. B.S., Mary Hardin-Baylor; M.Ed., Mary Hardin-Baylor.

Timothy E. Clark, *director of sports information and sports marketing*. B.A., Texas Lutheran University.

Martin Davenport, *part-time assistant track and field throws coach*.

Tiffany N. Davis, *head women’s volleyball coach*. B.S., Texas State University.

Charles M. Dixon, *part-time assistant women's basketball coach.*

B.S., Angelo State University.

James Ross Flores, *part-time assistant soccer coach.*

B.A., Texas Lutheran University.

Bobby J. Griffith, *assistant baseball coach/campus recreation assistant.* B.S., M.S.,

Texas A&M University.

Darlene Holland, *part-time assistant cross country/track and field coach.* B.A.,

Adams State College.

Michael A. Hunt, *head tennis coach.* B.A., Texas A&M University;

M.S., Illinois State University.

Kyle C. Ingraham, *part-time assistant football coach.*

Sterling Jeter, *assistant football coach.* B.S., M.S., Texas State University.

Paul Thomas Jones, *head men's basketball coach.* B.S., Florida State University;

M.S., Troy State University.

Timothy L. Kennedy, *part-time assistant football coach.* B.S., M.S.,

Texas State University.

Stacy A. Kindles, *part-time assistant softball coach.*

Roxanne Long, *head women's basketball coach.* B.S., University of Oklahoma;

M.Ed., Oral Roberts University.

Matthew A. Matocha, *assistant athletic trainer.* B.A., Texas Lutheran University;

M.S., Indiana State University.

Andrew J. Padron, *assistant football coach.* B.S., Mary Hardin-Baylor.

Daniel Padron, *head football coach.* B.A., Our Lady of the Lake University;

M.A., University of Texas-San Antonio.

Mark A. Reeve, *assistant football coach.* B.S., Texas State University;

M.S., Texas A & M-Kingsville.

Jayne N. Reiss, *part-time assistant softball coach.*

B.A., Texas Lutheran University.

Alan T. Roberts, *assistant football coach.* B.A., Texas Lutheran University;

M.A., University of Houston-Clear Lake

Deborah L. Roberts, *director of campus recreation.* B.S., University of Iowa;

M.Ed., Texas Tech University.

Edward A. Salazar, *head men's soccer coach and assistant women's soccer coach.*

B.A., Texas Lutheran University.

vacant, *head women's softball coach, senior women's administrator, and compliance officer.*

Cecil Defla (Fla) Strawn, *part-time assistant baseball coach.*

A.A., Southern Methodist University.

William J. Sweda, *part-time assistant football coach.*

B.S., University of Wisconsin-La Crosse; M.Ed., Trinity University.

Hung C. Tran, *head men's and women's golf coach and athletics events coordinator.*

B.A., Texas Lutheran University.

Brian J. Wallace, *part-time assistant baseball coach.* B.S., Texas Lutheran

University; M.Ed., Texas State University.

Krystle M. Weidner, *part-time assistant women's volleyball coach.* B.A.,

University of Texas.

Ashley L. Winters, *part-time cheerleader director.* B.S., University of Texas.

Jack C. York, *part-time assistant golf coach.*

Patrick B. Zarate, *head cross country/track and field coach.*

B.A., Texas Lutheran University.

Vacant, *head men's and women's tennis coach.*

FACULTY

(Full-time Teaching Faculty and Librarians)

Reza O. Abbasian, *professor of mathematics and computer science, department chairperson.* B.S., Abadan Institute of Technology; M.A., M.S., Ph.D., The University of Texas at Austin. 1983-

H. David Baer, *associate professor of theology and philosophy, department chairperson of theology, philosophy and classical languages.* B.A., Oberlin College; M.T.S., Emory University Candler School of Theology; M.A., Ph.D., University of Notre Dame. 2000-

Scott A. Bailey, *professor of psychology, department chairperson, Lillie Krause Professor in Social Science.* B.A., Southwestern University; M.S., Emporia State University; Ph.D., Kansas State University. 1994-

Mary Elizabeth Barry, *lecturer of English.* B.A., University of Missouri-Columbia; M.F.A., Texas State University. 2002-

Norman A. Beck, *professor of theology, Gerhard Poehlman Professorship in Theology.* B.A., Capital University; B.D., Lutheran Theological Seminary; Ph.D., Princeton Theological Seminary; D.D. (Honorary) Trinity Lutheran Seminary. 1975-

Anna R. Bergstrom, *lecturer of education.* B.A., The University of Texas at Austin; M.S., Texas A&M International University; 2005-

- Robin Bisha**, *associate professor of communication studies*. B.A., University of South Florida; M.A., Indiana University and University of North Carolina; Ph.D., Indiana University. 2002-
- Steven W. Boehm**, *lecturer of sociology*. B.A., Southwestern Illinois University; M.A.T., Southwest Texas State University. 2008-
- Christopher M. Bollinger**, *associate professor of communication studies, department chairperson of English and communication studies*. B.S., Regis University; M.S., The University of Charleston; Ph.D., Bowling Green State University. 2005-
- Douglas R. Boyer**, *professor and director, School of Music, director of choral music, Mary Gibbs Jones Chair in Choral Music*. B.A., Texas Lutheran University; M.M., The University of Texas at San Antonio; D.M.A., The University of Texas at Austin. 2001-
- Mary Beth Bronk**, *assistant professor, School of Music*. B.M., The University of Texas, Austin; M.M., The University of North Texas. 2006 -
- Sally Carroll-Ricks**, *assistant professor; library systems and electronic resources librarian*. B.M., Louisiana State University; M.M., Baylor University; M.L.S., University of Texas at Austin. 2005-
- Annette Citzler**, *professor of economics and business administration, Claryce Bohls Professor of Economics*. B.A., Texas Lutheran University; M.A., The University of Texas at Austin; Ph.D., Texas A&M University. 1977-
- Rebecca J. Clark**, *lecturer of mathematics*, B.A., B.S., Texas Lutheran University; M.S., Texas State University. 2008 -
- Shaaron Melcher Conoly**, *associate professor, School of Music*. B.M., The University of Texas at Austin; Lisence de Concert, Ecole Normal de Musique, France; M.Ed. Texas State University. 1970-
- Sally Cook**, *professor of business administration. Leif Johnson Professor in Business Administration*. B.B.A., The University of Texas at San Antonio; J.D., The University of Texas at Austin Law School., M.T., The University of Texas at San Antonio. 1995-
- Brian Coulombe**, *assistant professor of kinesiology*. B.S., California State University at Sacramento; M.S., West Virginia University. 2000-
- Michael L. Czuchry**, *assistant professor of psychology, holder of the Gembler Fellowship*. B.A. Colorado College; M.A. East Tennessee State University; Ph.D. Texas Christian University. 2006-
- Eric Daub**, *associate professor, School of Music, Baenziger Professor of Music*. B.M., University of Wisconsin-Madison; M.M., D.M.A., The University of Texas at Austin. 2001-
- Jack D. Davidson**, *assistant professor of philosophy*. B.A., M.A., University of Washington; Ph.D., The University of Massachusetts at Amherst. 2009-

- Leroy Davis**, *assistant professor of education*. B.S., Jackson State; M.Ed., Bowling Green State; Ed.D., The University of Texas at Austin. 2009-
- Lorne Arthur Davis Jr.**, *professor of physics, department chairperson*. B.S., Texas A&M University; A.M., Washington University; Ph.D. Texas A&M University. 2002-
- William Michael Davis**, *associate professor of chemistry, department chairperson of Chemistry, George Kieffer Fellow in Science*. B.S., The University of Western Ontario; M.S., Ph.D., The University of Guelph. 2008-
- Noah J. Dean**, *assistant professor of kinesiology*. B.S., M.S., Angelo State University; Ph.D., Texas A&M University. 2009-
- Mark C. Dibble**, *associate professor, instruction and public services librarian*. B.A. Austin College; M.L.S., University of Illinois. 2004-
- Justin M. Dubas**, *assistant professor of economics*. B.S., University of Nebraska; M.A., Ph.D., The University of Notre Dame. 2009-
- Vicki Eckhardt**, *assistant professor, assistant university librarian*. A.A., Del Mar College; B.A., The University of Texas at Austin; M.L.S., University of North Texas. 1977-
- Robert Dean Galloway**, *associate professor of business administration*. B.S., Midwestern State University; M.H.A., Baylor University; Ph.D., University of North Carolina at Chapel Hill. 2008-
- Ana María González**, *associate professor of modern languages, department chairperson*. B.A., Escuela Normal Superior; M.A., University of Massachusetts; Ph.D., University of Massachusetts. 2003-
- Mark Gustafson**, *professor of biology*. B.A., Luther College; Ph.D., Duke University. 1997-
- Danielle Grove**, *assistant professor of biology*. B.A., Northwestern University; Ph.D., Tufts University. 2010-
- William G. Hager**, *assistant professor of mathematics*. B.S., University of Wisconsin-Eau Claire; M.S., Ph.D., The University of Iowa. 2010-
- Casi R. Helbig**, *associate professor of kinesiology, George Kieffer Fellow in Kinesiology*. B.S., Stephen F. Austin State University; M.Ed., Texas State University; Ph.D., Texas A&M University. 2000-
- T. Paul Hernandez**, *associate professor of art*. B.F.A., Louisiana State University; M.F.A., The University of Texas at Austin. 1990-
- Deborah D. R. Hettinger**, *professor of biology, Sidney Bohls Professor of Biology*. B.A., Stephens College; Ph.D., University of California. 1980-
- Sam Hijazi**, *associate professor of computer science*. B.S., Towson State University; M.A., Morgan State University. D.B.A., University of Sarasota. 2008-

- Shawn A. Hilbert**, *assistant professor of physics*. B.S., Lebanon Valley College; M.S., University of Nebraska; Ph.D., University of Nebraska. 2009-
- Judith Dykes Hoffmann**, *associate professor of geography*. B.A., Texas Lutheran University; M.A., Texas State University; Ph.D., The University of Texas at Austin. 2004-
- Ronald O. Huntsman**, *associate professor of business administration, Elton Bohmann Professorship in Business Administration in Accounting*. B.S., University of Utah; M.B.A., Michigan State University; C.P.A., C.I.A. State of Texas. 1986-
- Shannon Ivey**, *visiting assistant professor of dramatic media*. B.A., University of the Incarnate Word; M.F.A., University of California-Irvine. 2010-
- Pamela Johnston**, *associate professor of English, department chairperson of English and communication studies*. B.A., University of Idaho; M.A., Kansas State University; M.F.A., University of Iowa; Ph.D., University of Missouri - Columbia. 2001-
- Robert M. Jonas**, *professor of biology, Adolph Krause Professorship in Natural Science*. B.S., Michigan State University; M.S., Eastern Michigan University; Ph.D., The University of Texas Health Science Center at San Antonio. 1991-
- Timothy E. Kent**, *assistant professor of kinesiology and head athletic trainer*. B.A., Texas Lutheran University; M.S., West Virginia University. 2008-
- Landa King**, *associate professor of art, department chairperson*. B.F.A., M.A., West Texas State University; M.F.A., The University of Texas at San Antonio. 1989-
- Rebecca A. Kosary**, *associate professor of history*. B.A., Texas A&M University at Corpus Christi; M.A., Texas State University. Ph.D., Texas A&M University—College Station. 2005-
- David Legore**, *associate professor of dramatic media, department chairperson*. B.A., Texas Lutheran University; M.F.A., University of South Dakota. 1998-
- Alan Lievens**, *professor of biology, department chairperson*. B.S., St. Edward's University; M.D., The University of Texas Medical Branch at Galveston; Ph.D., Louisiana State University. 1998-
- John McClusky**, *professor of chemistry, associate provost*. B.S., Texas Lutheran University; Ph.D., Yale University. 2001-
- Jean-Pierre Météreau**, *professor of English*. B.A., M.A., Ph.D., Indiana University. 1984-
- Richard Milk**, *professor of history*. B.A., The University of Texas at Austin; M.A., California State University, Los Angeles; Ph.D., Indiana University. 1985-
- James Newberry**, *professor of kinesiology, department chairperson of kinesiology and department chairperson of education, holder of the Jo Murphy Chair in Education*. B.S., M.Ed., Texas State University; Ph.D., Texas A&M University. 2000-

- Rocío Ocón-Garrido**, *assistant professor of modern languages*. B.A., Universidad de Granada (Spain); M.A., University of Delaware; Ph.D., University of Texas. 2008-
- Rebecca B. Oekerman**, *associate professor of education*. B.S., Ohio University; M.A., University of Texas of the Permian Basin; Ed.D. Texas Tech University. 2008-
- Alicia Briney Olson**, *professor of business administration, holder of the Jesse H. Jones Chair in Business Administration*. B.S., M.B.A., Louisiana State University in Shreveport; Ph.D., University of North Texas. 2005-
- Kyle David Olson**, *assistant professor of art*. B.F.A., Midwestern State University; M.F.A., University of Nebraska. 2010-
- Scott D. Orr**, *assistant professor of political science*. B.S./B.S., Georgia Institute of Technology; M.A., University of Kentucky; Ph. D., Ohio State University. 2008-
- William Lee Powell Jr.**, *assistant professor of physics*. B.S., M.S., Stephen F. Austin State University; Ph.D., Texas Tech University. 2008-
- Terry L. Price**, *associate professor of dramatic media*. B.A., University of North Carolina; M.F.A., Virginia Tech. 2002-
- Betseygail Rand**, *assistant professor of mathematics, interim director of Honors Program*. B.S., University of Michigan; Ph.D., The University of Texas. 2006-
- Martha A. Rinn**, *associate professor, university librarian*. B.A., Texas Lutheran University; M.L.I.S., The University of Texas at Austin. 1990-
- Juan Rodríguez**, *associate professor of English, director of Mexican American Studies Center*. B.A., M.A., Texas Tech University. 1981-
- Phil Ruge-Jones**, *associate professor of theology*. B.A., Lawrence University; M.Div., Luther Seminary; Th.M., Ph.D., Lutheran School of Theology at Chicago. 1999-
- Angelika E. Sauer**, *professor of history, department chairperson*. M.A., University of Augsburg (Germany); M.A., Carleton University (Canada); Ph.D., University of Waterloo (Canada). 2000-
- Rodrick M. Shao**, *instructor, instructional technology support*. B.S., M.B.A., University of Concordia Wisconsin-Mequon. 2008-
- Tiffany Lee Sia**, *assistant professor of psychology*. B.S., Linfield College; M.S. and Ph.D., Texas Christian University. 2007-
- John T. Sieben**, *professor of mathematics and computer science*. A.S., Donnelly College; B.S., M.S., University of Missouri at Kansas City; M.S., Texas State University; Ph.D., University of Missouri at Kansas City. 1980-

Sara M. Sliter-Hays, *assistant professor of English*. B.S., University of Wisconsin at Madison; M.A., University of Texas at Austin; Ph.D., University of Texas at Austin. 2008-

William G. Squires Jr., *professor of biology and kinesiology, Dr. Frederick C. Elliott Chair in Health, Fitness, and Nutrition*. B.S., M.Ed., Texas State University; Ph.D., Texas A&M University. 1980-

Eliza Thomason, *assistant professor in the School of Music, holder of the Windecker Chair*. B.M., Vanderbilt University, Blair School of Music; M.M. Indiana University, Jacobs School of Music; D.M.A., University of Cincinnati, College-Conservatory of Music. 2010-

Melanie G. Thompson, *associate professor of business administration, department chairperson of business administration and economics, Gibson Professor*. B.B.A., Corpus Christi State University; M.B.A., Texas A&M at Corpus Christi. 2003-

Santiago Toledo, *assistant professor of chemistry*. B.S., Texas Lutheran University; Ph.D., University of Washington. 2009-

Carolyn S. Turner, *lecturer of psychology*. B.S., Texas Lutheran University; M.A., St. Mary's University. 2008-

Steven S. Vrooman, *associate professor of communication studies*. B.A., Loyola Marymount University; M.A., Arizona State University (Tempe); Ph.D., Arizona State University Hugh Downs School of Human Communication (Tempe). 2000-

Germaine Paulo Walsh, *professor of political science, department chairperson of political science, sociology and geography*. B.A., University of San Francisco; M.A. University of California, Santa Barbara; Ph.D., Fordham University. 1992-

Linda F. Wilson, *associate professor of mathematics and computer science*. B.S., Duke University; M.S.E., Ph.D., The University of Texas at Austin. 2004-

PART-TIME AND ADJUNCT TEACHING FACULTY

Adam Bedell, *instructor, School of Music*. B.M., Central Michigan University; M.M., University of Texas-Austin.

Cathy Ann Beicker, *instructor of computer science*. B.S., M.S., Texas State University.

Jennifer Ann Bernard, *instructor, School of Music*. B.M., Vanderbilt University; M.M., University of Texas at Austin.

Collin Bost, *instructor of composition*. B.A., University of Texas; M.F.A., Texas State University.

- Alison Bray**, *assistant professor of chemistry*. B.A., University of San Diego; M.S., Ph.D., University of New Hampshire.
- Janell Kay Brigham**, *LSSA adjunct faculty*. B.A., M.S., Lamar University.
- William Campaigne**, *adjunct assistant professor of biology*. B.A., Austin College; B.S., Texas A&M University; D.V.M., Texas A&M University.
- Carol Chambers**, *instructor, School of Music*. B.M., Texas Tech University; M.M., Northwestern University.
- Karen Clark-Lette**, *instructor of economics*. B.A., Texas Lutheran University; MBA, University of Phoenix.
- Carol DeHaven**, *instructor of education*. B.A., Texas Lutheran University; M.A., Texas State University.
- Leslie Gautreaux Edwards**, *assistant professor of English*. B.A., M.A., University of Louisiana; Ph.D. Texas A&M University.
- Drew Charles Engelke**, *instructor of geography*. B.S., M.A., Texas State University.
- Harry Goddard Foster, III**, *instructor in the department of theology*. B.S., Ohio State University; M.S., George Washington University; M.Div., Episcopal Theological Seminary.
- Mary D. Garibay**, *instructor of art*. B.F.A., M.F.A., New Mexico State University.
- Walt Glass**, *instructor of art*. B.A., University of the Incarnate Word.
- Jeanne E. Gnecco**, *instructor School of Music*. B.M.E., Northwestern University; M.M., University of Notre Dame.
- Heather Lynn Hansen**, *instructor in the department of theology*. B.S., Texas A&M University; M.A., Luther Seminary.
- Gary L. Henry**, *assistant professor of psychology*. B.S., Stephen F. Austin State University; M.S. and Ed.D., Baylor University.
- Laura Jenschke**, *instructor, School of Music*. B.M., University of Texas-Austin; M.M., University of Texas-San Antonio.
- Dustin Jessop**, *instructor, School of Music*. B.M., Louisiana State University; M.M., Southern Methodist University.
- Tiffany A. Kuhlman**, *instructor of biology*. B.S., Texas A&M; M.S., Texas State University.
- Kirsten Legore**, *assistant professor in the department of political science and sociology*. J.D., Baylor School of Law.
- Elizabeth S. Lee**, *assistant professor School of Music*. B.M., Rice University Shepherd School of Music; M.M., San Francisco Conservatory of Music; D.M.A., University of Texas-Austin.

- Alicia Luna**, *instructor of mathematics*. B.A., University of Denver; M.A., University of Maryland.
- Willis Mackey**, *assistant professor of kinesiology*. B.S., Texas State University; M.Ed, Prairie View A&M; Ed.D., Texas A&M College Station.
- DeAnna L. McDermott**, *instructor of education*. B.S., M.Ed., Texas State University
- Carla McElhane**y, *assistant professor, School of Music*. B.M., Eastman School of Music; M.M.,D.M.A., The University of Texas-Austin
- Christina Mendoza**, *instructor of psychology*. B.A., Texas Lutheran University; M.A., St. Mary's University of Minnesota.
- Anthony Morris**, *instructor, School of Music*. B.M., University of South Carolina; M.M., University of Texas-Austin.
- Gayle L. Morris**, *instructor, School of Music*. B.M., M.M., University of Texas at San Antonio.
- Michael J. Morris**, *assistant professor of business administration*. B.A., The University of Texas at Austin; J.D., The University of Texas Law School.
- Larry Noggle**, *assistant professor of mathematics*. B.A., Simpson College; M.S., Ph.D., Ohio State University.
- Arlen D. Nydam**, *assistant professor of English*. B.A., University of California-Los Angeles; M.A., Ph.D., University of Texas-Austin.
- Brenci Patino**, *assistant professor of Spanish*. B.A., University of Texas-Brownsville; M.A., Ph.D., University of Illinois, Urbana-Champaign.
- Gyongyi Pisak**, *assistant professor of modern languages*. B.A., Kossuth Lajos University; Ph.D., Emory University.
- Clois Elbert Powell**, *assistant professor in the department of chemistry*. B.S., M.S., California State University at Long Beach; Ph.D., Rutgers University.
- Michael Rawn**, *assistant professor of art*. B.A., Texas Lutheran University; M.F.A., University of Cincinnati.
- Ruben James Reyes**, *assistant professor of criminal justice*. B.A., Texas Lutheran University; J.D., St. Mary's School of Law.
- Michael Riggins**, *assistant professor in the department of mathematics*. B.S., M.S., Ph.D., Texas A & M University; M.S., University Northern Colorado.
- Keith Robinson**, *instructor, School of Music*. B.M., Texas A&I University; M.M.Ed., Texas State University.
- Jill Rodriguez**, *instructor, School of Music*. B.M., DePauw University; M.M., University of North Texas.
- Robert Mark Rogers**, *assistant professor, School of Music*. B.M.Ed., M.M.Ed., Texas Tech University; D.M.A. The University of Texas-Austin.

- Brenda M. Sansig**, *instructor, School of Music*. B.M., M.A., The University of Texas at Austin.
- Pierre Schmitz**, *instructor of French*. M.A., Monterey Institute of International Studies; M.A., Eii-State University of Mons Belgium.
- Rissa Lee Springs**, *instructor of biology*. B.A., B.S., Texas Lutheran University; M.S., Texas A&M University.
- Vanguel Tangarov**, *assistant professor School of Music*. B.A., M.A., State Academy of Music, Sofia, Bulgaria; D.M.A., University of Texas-Austin.
- Amber Titus**, *instructor of Sociology*. B.A., Valdosta State University; M.A., Texas State University.
- Janis Turk**, *instructor of English*. B.A., Texas Lutheran University; M.A., Texas State University.
- Rachel Walsh**, *instructor of Hebrew*. B.S., Texas State University; M.A., University of Texas-San Antonio.
- Robert Warren**, *assistant professor, School of Music*. B.M., M.M., D.M.A., The University of Texas at Austin.
- Pat Kelley Watkins**, *assistant professor of education*. B.S., McMurry University; M.A., University of Texas at Permian Basin.
- Gerald A. Weers**, *instructor of art*. B.A., Texas Lutheran University.
- Steven White**, *adjunct faculty*. B.S., University of Southwestern Louisiana; M.D., Louisiana State School of Medicine.
- Beth Wiehe**, *instructor, School of Music*. B.M.Ed., Sam Houston State University.

ENDOWED CHAIRS

The Jesse H. Jones Chair in Business Administration. The first endowed chair at Texas Lutheran University was made possible in 1978 by a grant from Houston Endowment Inc. of Houston, the largest private foundation in the state. The chair honors the memory of Jesse H. Jones, a former Houston businessman, publisher and founder of Houston Endowment. A veteran of many years of government service, Mr. Jones at one time headed 39 federal bureaus and agencies. During the years of World War II, he served as chairman of the Reconstruction Finance Corporation, Federal Loan Administrator, and Secretary of Commerce under President Franklin D. Roosevelt.

The Dr. Frederick C. Elliott Chair in Health, Fitness, and Nutrition. Established in 1978, this chair honors the late Dr. Frederick Elliott, former executive director of the Texas Medical Center. Two major gifts from the M. G. and Lillie A. Johnson Foundation and Mrs. Lillie Johnson of Wharton, funded the

chair. The holder of the Elliott Chair directs the university's Krost Life Enrichment Program. It helps young people establish a pattern of living that will be conducive to good mental, spiritual, and physical health.

The Jo Murphy Chair in Education. The endowed chair in education was established in 1988 through a grant from Houston Endowment Inc. of Houston. The chair honors Mrs. Jo Murphy, vice president and trustee of Houston Endowment, which she has served since 1943. Mrs. Murphy, a long-time friend of Texas Lutheran, has been active in church and civic affairs in Houston.

The Mary Gibbs Jones Chair in Choral Music. Endowed in 1989 by Houston Endowment, the chair honors the memory of Mary Gibbs Jones, wife of the late Jesse H. Jones. Mrs. Jones was an indefatigable advocate of the performing arts in Houston and played a leading role in founding the Houston Symphony Orchestra.

The Lutheran Brotherhood Chair for Religious Life. The chair was established as a result of a major challenge grant made in support of Lutheran Higher Education. The Lutheran Brotherhood Board of Directors issued the challenge in 1990 to endow the campus pastor's position and to increase the endowment for scholarships. With a generous grant from the Palm Valley Lutheran Church Endowment and numerous contributions from churches, friends, and alumni of TLU, the provisions of the grant were met in 1995.

The Anita Windecker Chair. In 2000, Carla A. Blumberg, a 1971 graduate of Texas Lutheran University, established this chair to honor Anita Windecker whose professional achievements included 50 years of service as a distinguished member of TLU's faculty and founder of the Mid-Texas Symphony. This is the first chair funded by a TLU alumna. Responsibilities of the chairholder include leadership in building a strong orchestral program at TLU and the willingness to participate in the rehearsals and performances of the Mid-Texas Symphony.

PROFESSORSHIPS

The Baenziger Professorship in Music. This professorship was established in 1983 by Mr. and Mrs. Harold Baenziger of Seguin. Harold and the late Ethel Baenziger have been notable church, business, and civic leaders in the Seguin area for decades.

The Elton Bohmann Professorship in Business Administration in Accounting. When Texas Lutheran alumni who had been students of Professor Bohmann learned of his planned retirement in 1987, they decided to establish this professorship to honor him. In Professor Bohmann's 30 years on the faculty of Texas Lutheran, he has served as a mentor to more than 1,100 business and accounting graduates.

The Claryce Bohls Professorship in Economics. A bequest in 1993 from the estate of Dr. Sidney Bohls funded this professorship that honors the memory of his wife, Mrs. Claryce M. Bohls. Mrs. Bohls was a medical technologist and instrumental in developing early awareness of public health in South Texas. The Sidney Bohls Professorship in Biology. An estate gift of Dr. Sidney William Bohls of Austin, Texas, established this professorship in 1993 to give recognition to excellence in the teaching of biology. A prominent pathologist and medical researcher, Dr. Bohls became a leader in both preventive medicine and public health.

The Gemblor Fellowship. This fellowship was established in 2005 from the estate of Verner Gemblor.

The Hugo and Georgia Gibson Professorship. This professorship was established by former students of Professors Hugo and Georgia Gibson to honor their memory and distinguished careers at Texas Lutheran. The purpose of the professorship is to encourage and support TLU faculty members in their efforts to realize their full academic and spiritual potential and to integrate faith and learning in their professional and personal lives.

The Leif Johnson Professorship in Business Administration. This professorship was established in 1990 by the late Mr. and Mrs. Leif Johnson of Austin as a major contribution to the Gateway to Century II Campaign. Leif Johnson also served as chair of the Lutheran Foundation of the Southwest, a foundation which provides assistance to Lutheran agencies across the state.

The Kieffer Kinesiology Fellowship. The Kieffer Kinesiology Fellowship was established in 2002 from the estate of George Kieffer. Mr. Kieffer was a long time faculty member at Texas Lutheran.

The Kieffer Science Fellowship. The Kieffer Science Fellowship was established in 2002 from the estate of George Kieffer. Mr. Kieffer was a long time faculty member at Texas Lutheran.

The Adolph L. Krause Professorship in Natural Science. Established in 1986 from a portion of the estate of Adolph Krause, this professorship recognizes the importance of teaching students who are majoring in the natural sciences. Mr. Krause and his wife Lillie resided in Beasley, Texas, where they were active in church and civic affairs.

The Lillie Krause Professorship in Social Science. This professorship was established in 1986 from a portion of the Lillie Krause estate. This professorship recognizes outstanding teaching in the social sciences.

The Pastor Gerhard A. and Marion Poehlmann Professorship in Theology. Through gifts made during his lifetime and through his estate, Pastor Poehlmann, a TLU graduate, established this professorship as a memorial to his wife, Marion Steurmer Poehlmann, and to him in 2000. The couple's ministry included congregations in San Antonio, Fredericksburg, and Corpus Christi.

X Appendix

ENDOWED SCHOLARSHIPS

Texas Lutheran University has received many gifts to support students. Special scholarship endowments are named in memory or in honor of individuals or organizations when currently \$25,000 or more has been given to the permanent endowment of the university.

Texas Lutheran University is pleased to honor the individuals listed in the scholarships which are presented below. The university also wishes to thank the scholarship donors – individuals, businesses and organizations.

Earnings from these endowments are utilized in funding Pacesetter Scholarships, Academic Excellence Awards, Honor and Annual Scholarships, various fine arts awards, and several other specific scholarships programs (see Scholarships, p. 165).

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XI

Academic Calendar 2011-2012

FALL 2011

August 16-19	Faculty Workshops
August 20	New Students Check-In
August 21	Returning Students Check-In
August 23	School Starts
September 5	Labor Day
October 13-14	Mid-Semester Break
November 23-25	Thanksgiving Break
December 7	Last Day of Classes
December 8	Reading Day
December 8-14	Finals
December 15	Graduating Senior' Grades Due
December 17	Commencement
December 19	All Other Student Grades Due

SPRING 2012

January 12-13	Faculty Workshops
January 15	Students Check-In
January 16	MLK Day
January 18	School Starts
March 12-16	Spring Break
April 5-6	Easter Holiday
May 2	Last Day of Classes
May 3	Reading Day
May 3-9	Finals
May 10	Graduating Senior's Grades Due
May 12	Commencement
May 14	All Other Student Grades Due

MAY TERM

May 17 - May 31

Includes class on Saturday, May 19

Does not include class on Monday, May 28

continued

SUMMER TERM A

June 4 - July 2

SUMMER TERM B

July 9 - August 4

XII

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TEXAS LUTHERAN UNIVERSITY MAP

1. Beck Center
2. Langner Hall
Fiedler Museum & Rock Garden
Mexican American Studies Center
3. Schuler Fine Arts Center
Opera House
Avery Sessell Hall
Ametia Kraushaar Gallery
4. Blumberg Memorial Library
5. Alumni Student Center
Bookstore
Post Office
6. Chapel Building
Chapel Bar
Pack Building
Abiding Presence, Welnet Memorial
7. Tschoppe Hall
8. Baldus Hall
9. Trinity Hall
10. Clifton Hall
11. Health Center
12. Emmaus Center
13. Moody Science Hall
14. Student Activity Center at Jackson Park
15. Lange Hall
16. Brandes Hall
17. Steiner Hall
18. Student Hall
19. Jackson Auditorium
20. President's Residence
21. Renger Hall
22. Lunn Hall
23. Hahn Hall
24. Knott Hall
25. Knottson Hall
26. Jones Physical Education Complex
27. Malheur Aquatic Center
Memorial Gymnasium
Tortengard Activity Center
28. Grossman Fitness Center
29. Ruffin Hall
Ruffin Field House
Biological Lab
30. Central Plant
31. Maintenance Buildings
32. Glazener Apartments
33. Hein Dining Hall
34. Leona Boggs Apartments
35. Multi-Police Department
Campus Security
Leadership, Campus Ministry, Church Relations
36. Seguin Hall

38. Lutheran Ministry Center
39. Fritz Homestead
40. AT&T Science Facility
- A. Martin Luther Sculpture
- B. Alumni Park
- C. Three Graces Sculpture
- D. Branes Plaza
- E. Branes Plaza Fountain
- F. Gustafson Soccer Courts
- G. Sennott Volleyball Courts
- H. Kait-Idol Baseball Field
- I. Morck Softball Field
- J. Tennis Courts
- K. Intramural Fields
- L. Knott Fitness Trail
- M. Knott Fitness Trail
- N. Golf Practice Area
- O. George Kiefer Football Practice Field
- P. Streyng Chapel Plaza

Designated parking* (gray areas on map): 7:30 a.m.-4:00 p.m., Monday through Friday
 (Preserve areas for designated areas within each lot.)

Visitor Parking Lots:
 1, 2, 7, 8, 10, 11, 12, 16

Commuter Parking Lots:
 1, 2, 4, 5, 7, 10, 11, 12, 19

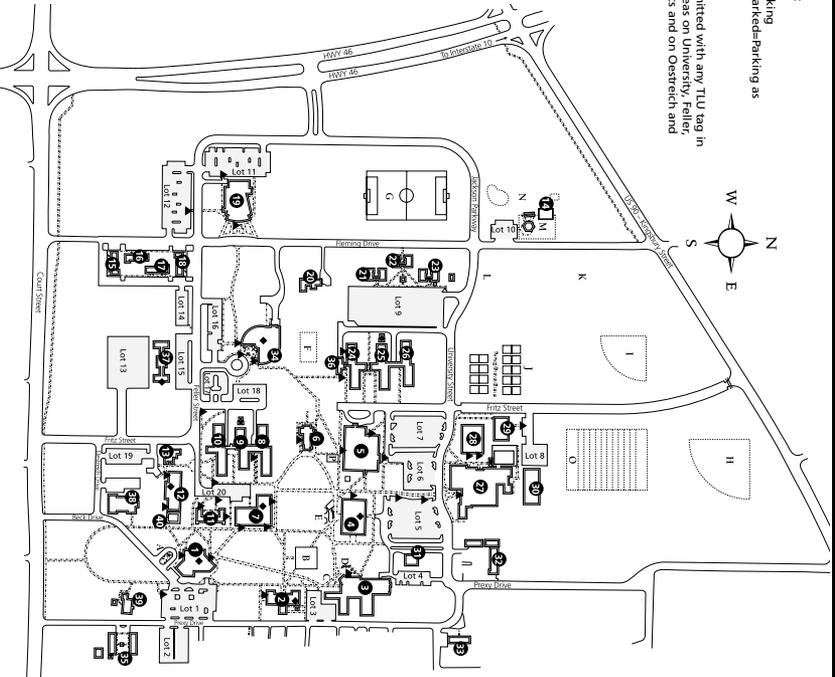
Resident Parking Lots:
 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 20

Faculty/Staff Parking Lots:
 1, 2, 3, 4, 5, 6, 8, 19, 20

Wheelchair accessible areas:
 ● ELEVATOR
 ▲ Ramp

Color Markings:
 Red=Fire Lane
 Yellow=No Parking
 White, or Unmarked=Parking as Specified

Parking is permitted with any TLU tag in appropriate areas on University, Feller and Fritz streets and on Oestreich and Beck Drives.



* Lot 6, between the Alumni Student Center and the Jones Complex, is considered an open parking lot between the hours of 2 p.m. and 7:30 p.m., except for the visitor slots.

