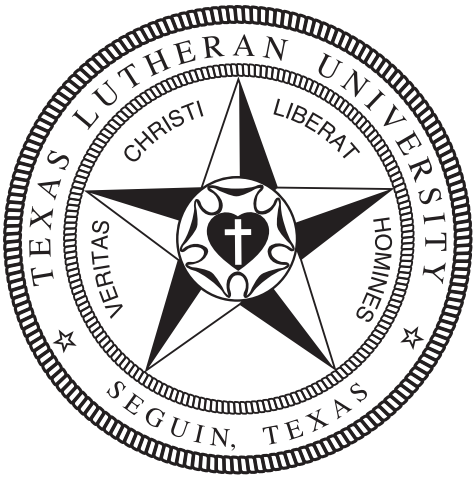

2026-2027
Texas Lutheran University
Catalog

Texas Lutheran University Catalog

Announcements for

2026 – 2027 Academic Year

Phone: 830-372-8000
Fax: 830-372-8096
1000 W. Court St Seguin, TX 78155
Email: admissions@tlu.edu www.tlu.edu

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 based on race, age, sex, color, national origin, religion*, disability or sexual orientation of any applicant, student, or employee.

TLU University affirms its responsibility to meet the requirements of the Americans with Disabilities Act 1990 (A.D.A.). The university has developed procedures to insure 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 Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Degree-granting institutions may also offer credentials such as certificates and diplomas at approved levels. Questions about the accreditation of Texas Lutheran University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, or www.sacscoc.org.

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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* Section 702, Title VII, provides that a church-related institution may give preference in employment on the basis of religion where religion is a bona fide occupational qualification reasonably necessary to the normal operation of that institution. As a university of the Evangelical Lutheran Church in America, Texas Lutheran University will employ persons affirming faith in the mission of the Evangelical Lutheran Church in America sufficient in number to maintain an active and dynamic relationship with the Church.

Nondiscrimination Statement

Texas Lutheran University (TLU) policy prohibits discrimination based on sex and gender in employment and education programs and activities both on and off campus. Prohibited conduct is set forth in this policy, including under definitions. This policy applies to all student, employee, third-party vendor, and visitor conduct on the campus or on property owned or controlled by the University, at University-sponsored events, in buildings owned or controlled by the University's recognized student organizations, and through technology resources, including those provided by or used at TLU.

Both TLU policy and Title IX of the Education Amendments of 1972 prohibit discrimination on the basis of sex in employment and education programs and activities. Title IX protects all persons from sex discrimination, which includes sexual harassment and sexual violence. TLU will process all sex and gender discrimination complaints it receives, including complaints of sexual harassment and sexual violence, regardless of where the conduct occurred in order to determine whether the conduct occurred in the context of an employment or education program or activity or had continuing effects on campus. If alleged off-campus sexual harassment or sexual violence occurs in the context of an education program or activity or had continuing effects on campus, the complaint will be treated the same as a complaint involving on-campus conduct. This includes complaints of sexual violence or sexual harassment by students, employees, third-party vendors, and visitors.

TLU strongly urges students, third-party vendors, and visitors to promptly report incidents of conduct prohibited under this policy. All TLU employees, including student employees and volunteer (unpaid) employees, are required to report any incidents of conduct prohibited under this policy within 48 hours of learning of that conduct.

A. Title IX Team

Complaints of sexual violence, sexual harassment, or other conduct prohibited under this policy and inquiries concerning the application of Title IX and its regulations should be directed to the TLU Title IX Coordinator or the Deputy Title IX Coordinators listed below:

Title IX Coordinator
Dr. Bobbi Supak
Associate Vice President for Human Resources
Beck Administration Building, Suite 107
1000 West Court Street
Seguin, TX 78155
830-372-8019; bsupak@tlu.edu

Title IX Deputy Coordinator
Andella Janicekc
Assistant Athletic Director for Administration & Compliance
Jones Complex, Suite 101

1000 West Court Street
Seguin, TX 78155
830-372-8120; ajanicek@tlu.edu

Interim Title IX Deputy Coordinator
Dr. Sycora A. Wilson
Director of Student Success and Retention
Tschoepe Hall
1000 West Court Street
Seguin, TX 78155
830-372-6305; sawilson@tlu.edu

The responsibilities of TLU's Title IX Deputy Coordinators for students, faculty and staff employees, third-party vendors, and visitors include investigating or overseeing the investigation of all incidents of alleged sexual violence or sexual harassment; ensuring that consistent standards and practices apply to all investigations; being available to meet with students and employees who believe sexual violence or sexual harassment has occurred; and assisting campus security and local law enforcement, as needed.

Deputy Title IX Coordinators for students, faculty and staff employees, third-party vendors, and visitors report incidents to the Title IX Coordinator.. These reports allow the Title IX Coordinator to identify patterns in a particular area within the university and to coordinate compliance with federal regulations.

B. Want to file a complaint?

Internal Reporting

Texas Lutheran University is committed to providing a workplace and educational environment, as well as other benefits, programs, and activities, that are free from discrimination and harassment based on a protected category, and retaliation for engaging in a protected activity.

Members of the community have the right to have disputes resolved through the TLU Disciplinary System as outlined in the Civil Rights Equity Resolution Policy and Procedures, Student Code of Conduct, Employee Handbook, and Faculty By-Laws and Manual. Student standards of conduct and other policies are outlined in the TLU Student Handbook.

To file a complaint, students, employees, third-party vendors, or visitors may:

1) Submit an Incident Reporting Form at http://tixreport.tlu.edu/ (available 24/7)
2) Contact the Title IX Services Office at titleix@tlu.edu or 830-372-6327,
3) Call the Campus Conduct Hotline at 866-943-5787 (available 24/7), or
4) Contact in-person, email, or call the Title IX Coordinator or any of the Deputy Title IX Coordinators (contact information above)

For additional information regarding the investigation and resolution process, see the TLU Civil Rights Equity Resolution Policy and Procedures (available on my.tlu.edu under the Employee or Title IX tabs or at https://www.tlu.edu/life-at-tlu/health-safety/title-ix/policies).

External Reporting

All student and employee complaints must first be addressed internally. If all internal resources have been exhausted and the complaint is not satisfactorily resolved, the student may file an external complaint with any of the following entities:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

Office for Civil Rights (OCR), Dallas Office
U.S. Department of Education
1999 Bryan Street, Suite 1620
Dallas, TX 75201-6810
Telephone: (214) 661-9600
Facsimile: (214) 661-9587
Email: OCR.Dallas@ed.gov
Website: http://www.ed.gov/ocr/complaintprocess.html

Equal Employment Opportunity Commission (EEOC)
Website: http://www.eeoc.gov/contact/

Texas Workforce Commission (TWC)
Telephone: (888) 452-4778 or (512) 463-2642
Facsimile: (512) 463-2643
Website: https://www.twc.state.tx.us/

Texas Higher Education Coordinating Board (THECB)
1200 E. Anderson Lane, Austin, TX 78752
Telephone: (512) 427-6101
Facsimile: (512) 427-6127
Website: http://www.thecb.state.tx.us/

Complaint Resolution by the Accreditation Agency

Texas Lutheran University is regionally accredited by the Southern Association of Colleges and Schools (SACS). Information on their complaint policies, procedures, and complaint form can be found at: http://www.sacsoc.org

Table of Contents

Mission Statement of Texas Lutheran University 8

General Information 10

Admissions 13

Courses of Study 26

Academic Requirements 203

Academic Procedures 215

Special Programs 230

Costs and Financial Assistance 238

Student Affairs 259

Intercollegiate Athletics 266

Directory of Personnel 268

Appendix 281

Index 297

Mission Statement of Texas Lutheran University

As a community of faith and learning, Texas Lutheran University empowers a diverse student body through an education centered on the liberal arts and professional programs. In pursuit of a more just world, TLU is committed to academic excellence, servant leadership, and career development.

CORE VALUES

The mission is built on the core values of education, community, and faith, each linked directly to how we serve our students.

Education: In service to our students, we are committed to offering access and opportunity to pursue intellectual growth in an environment that fosters open dialogue and the freedom to share and discover diverse thoughts and ideas.

Community: In service to our students, we are committed to providing a supportive and inclusive environment that emphasizes the respect of all of its members. Through our leadership and service, we seek to support justice and promote the common good.

Faith: In service to our students, we are committed to operating at the intersection of faith and learning which invites exploration and discovery through spiritual and educational growth, creating bold leaders who pursue lives of purpose and meaning.

Our mission and values lead us to a vision for the future.

VISION

Through innovative liberal arts and professional programs, Texas Lutheran University will engage the aspirations of our students in an inclusive, challenging, faith-based community. The impact of a TLU education will create bold and adaptable leaders who transform society.

About Texas Lutheran University

Texas Lutheran University is a private 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 in U.S. News & World Report's survey of America's best regional colleges and universities, in the Princeton Review's Best Western Colleges survey, and in Washington Monthly's survey of best baccalaureate institutions.

Special programs include the TLU Honors Program, the Krost Life Enrichment Program, the Mexican-American Studies Center, the African-American Studies Center, and the Center for Women's and Gender Studies. Students participate in off-campus studies for academic credit through study abroad programs around the world, as well as through 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. 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 and Gender Studies. TLU offers 18 intercollegiate sports and a wide variety of intramural sports.

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 email and internet access through a campus-wide computer network.

TLU serves approximately 1,400 students on its campus in Seguin and its Nursing program sites in New Braunfels and Houston. Approximately 700 students live in the university's six residence halls and nine university-owned apartment buildings.

I. Admissions

Texas Lutheran University serves 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 professional admissions representatives to assist prospective applicants with their college search and with the application and financial assistance processes.

First-hand appraisal of programs, facilities, and academic atmosphere is valuable. Prospective students are strongly encouraged to visit the campus and meet with a member of the admissions staff. Visit tlu.edu/visit to view all the visit opportunities and to schedule a visit. The Office of Admissions is open from 8:00 a.m. to 5:00 p.m. weekdays, except for Thanksgiving, Christmas, New Year's, Easter, Juneteenth, Memorial Day, July 4th, Labor Day, and Martin Luther King, Jr. Day holidays. The Office of Admissions also hosts group visit programs throughout the academic year and virtual events throughout the calendar year.

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

ADMISSIONS PROCEDURES

It is the responsibility of any applicant to ensure all necessary documents, including the application for admission and all supporting documents, are received by the Office of Admissions in a timely manner. All documents received by TLU become the property of the University and will not be returned to the student or forwarded to another institution.

FIRST-YEAR STUDENTS

It is the responsibility of any applicant to ensure all necessary documents, including the application for admission and all supporting documents, are received by the Office of Admissions in a timely manner. All documents received by TLU become the property of the University and will not be returned to the student or forwarded to another institution.

FIRST-YEAR STUDENTS

Students who are high school seniors or have earned a high school diploma or equivalent GED, and have not yet matriculated to another college or university after graduation, should apply as a first-year student. Students who earned dual credit at a college or university while enrolled in high school should also apply as a first-year student. Students who are citizens of the United States, are permanent residents, or have graduated from a Texas high school, and do not need a non-immigrant visa to study at TLU, should apply as a domestic student and use the requirements below.

Applicants seeking admission as a first-year student are advised to complete a college preparatory program of study with above-average achievement. It is recommended that the following curriculum be pursued: 4 years of English, 4 years of mathematics, 3 years of social science, 3 years of science, and 2 years of American Sign Language or a language other than English. In order to be considered for admission, applicants must submit the following documents: an application for admission (Common Application, TLU Application on TLU.edu, or the ApplyTexas Application); an official high school transcript; and an essay or graded writing sample. Official SAT or ACT scores are not required for admission to the institution but can be sent for consideration for a scholarship and/or placement in specific coursework, such as math coursework. A letter of recommendation from a teacher (academic) or high school counselor is encouraged, but not required.

The Office of Admissions reviews applications using a holistic evaluation process. While there are no minimum GPA and test score requirements, admission to the University is competitive and decisions are made after considering many factors. In some cases, admission files will be referred to an admission committee, which includes faculty and staff from across campus, for evaluation.

The merits of each applicant are considered on a case-by-case basis with a special emphasis on the high school record. Applicants whose records predict achievement of academic success at TLU are offered admission. Applicants graduating from a non-accredited high school, including those who have been homeschooled, 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. Applicants submitting a GED in place of the high school transcript will need to have earned a composite score of 50 or higher. The tests required for these applicants will be determined on an individual basis. A personal interview may also be requested.

The following are application deadlines for TLU: Early Action

Domestic applicants who wish to be considered for Early Action, must submit their application and supporting documents no later than November 15. Early action applicants will be notified of an admissions decision generally two weeks after the application and supporting documents have been received and reviewed. There is no application fee and students have until May 1 to submit their enrollment deposit.

Regular Decision

The deadline for Regular Decision is February 1. Domestic applicants who complete their application by February 1 will receive an admissions decision after the application has been reviewed. There is no application fee and applicants have until May 1 to submit their enrollment deposit.

Late Decision

Applications submitted for domestic applicants after February 1 will be considered on a rolling basis. Notification to the student will occur after April 1 or within two weeks of receipt of required documents, whichever date is later. Applicants must submit their enrollment deposit by May 1 or within two weeks of receipt of the admission decision, whichever is later. Applicants applying for admission in the summer may be asked to submit the enrollment deposit promptly upon admission to facilitate and finalize the enrollment process.

TRANSFER STUDENTS

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

1. The application for admission (Common Application, TLU Application on TLU.edu, or the ApplyTexas Application), completed in full, including the essay.
2. Official transcript(s) from every institution that the applicant has attended. Even if no credit was earned at the institution, a transcript is required.
3. An official high school transcript is required for students who have fewer than 24 hours of university-level coursework (not including dual credit)
4. Transfer addendum form, available to students upon submission of the application
5. Students with less than 15 semester hours of university-level work may be required to submit official SAT or ACT test scores for consideration.
6. A recommendation letter from a teacher (academic) or counselor is encouraged but not required.

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.

Veteran students are required to submit an official military transcript and a copy of their military DD214.

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

An evaluation of transferable credits will be conducted for each applicant by the Office of Registration and Records.

GRADUATE STUDENTS

Applicants seeking to gain admission to one of TLU's graduate programs must submit an application for admission as a graduate student. Applicants who are seeking admission to a graduate program with courses held on campus should review the admission requirements for an international student below. Applicants interested in gaining admission to TLU and who hold a bachelor's degree from another accredited institution must submit the required documents listed below.

Required Documents for the Master of Accountancy, Master of Science in Business Analytics, Master of Science in Data Science, and Master of Athletic Training:

- TLU Application or ATCAS application (for a Master of Athletic Training only) (includes an essay question on professional goals)
- Official transcript(s) from every institution attended (including dual credit) even if no credit was earned, a transcript is required
- Graduate Addendum, available to students upon submission of the application
- One academic and one professional recommendation (only required for Athletic Training)

Required Documents for the Master of Arts in Education:

- TLU Application (includes essay questions on your professional goals)
- Official transcript(s) from every institution attended (including dual credit) even if no credit was earned, a transcript is required
- Current resume

Required Documents for the Master of Business Administration:

- TLU Application (includes an essay question on professional goals)
- Official transcript(s) from every institution attended (including dual credit) even if no credit was earned, a transcript is required
- Graduate Addendum, available to students upon submission of the application
- Current resume

A minimum of one professional letter of recommendation

An evaluation of program pre-requisites will be conducted for each applicant by the Office of Registration and Records.

A list of prerequisites and application requirements for each graduate program, including the application process for concurrent TLU students, can be found within each academic subject area with a graduate program.

INTERNATIONAL STUDENTS

An international applicant is any citizen of a country other than the United States who has, or will need, a non-immigrant visa to study at TLU. International students studying in face-to-face programs at TLU will need a non-immigrant visa. Due to the online nature of online programs, TLU cannot provide international students with a Form I-20 for international student visas. International applicants interested in these programs would need to participate from their home country, outside the U.S., or from within the U.S. if they have another visa or immigration status that allows for participation.

The application deadline for international students is June 1 for the fall semester and November 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.

International First-Year Applicants

- Completed Application for Admission: Common Application (commonapp.org) or TLU application (apply.tlu.edu/apply)
- Application fee of $100USD submitted with the application for admission
- A personal statement describing personal goals, professional objectives, and reasons for wanting to study at TLU.
- International Student Addendum
- Official transcripts from each secondary school attended. These should include a listing of courses taken and marks/grades earned and must be translated into English and evaluated for credit by a NACES accredited provider. Evaluated transcripts must be received directly from one of these evaluators:

  Educational Credential Evaluators, Inc.

  International Education Research Foundation, Inc.

  World Education Services, Inc.

  Payment for transcript evaluation is the responsibility of the applicant.

- Proof of Financial Solvency: This document must be submitted with supporting documentation, such as bank statement, account statements, or a signed bank letter, dated within the last 90 days. If submitting a signed bank letter, an account or bank statement must be included. The relationship of account owner

to applicant must be documented.

- Confidential Report of Proficiency in English
- Official TOEFL or IELTS scores. The scores must be sent directly to TLU from the corresponding testing service.
    - Students whose native language is English must submit test results from the SAT or ACT. A score of 500 on the SAT Evidence-Based Reading and Writing section or a score of 21 on the ACT English and Reading sections may substitute for the TOEFL or IELTS.
    - The minimum required scores are:
        - TOEFL PBT – 550
        - TOEFL CBT – 213
        - TOEFL iBT – 80
        - IELTS – 6.5

Third Country Nationals

- Any student (regardless of nationality) who completes secondary education or earns a tertiary degree from an accredited institution in Australia, Canada (excluding Quebec), Ireland, New Zealand, South Africa, the Bahamas or the United Kingdom will be exempt from submitting English proficiency scores.

International Transfer Applicants

- Completed Application for Admission: Common Application (commonapp.org) or TLU application (apply.tlu.edu/apply)
- Application fee of $100USD submitted with the application for admission
- A personal statement describing personal goals, professional objectives, and reasons for wanting to study at TLU.
- International Student Addendum
- Official transcripts from each secondary school attended. These should include a listing of courses taken and marks/grades earned and must be translated into English and evaluated for credit by a NACES accredited provider. Evaluated transcripts must be received directly from one of these evaluators:

  Educational Credential Evaluators, Inc.

  International Education Research Foundation, Inc.

  World Education Services, Inc.

  Payment for transcript evaluation is the responsibility of the applicant. An official evaluation is waived for students transferring from a university in the United State.
- Proof of Financial Solvency: This document must be submitted with supporting documentation, such as bank statement, account statements, or a signed bank

letter, dated within the last 90 days. If submitting a signed bank letter, an account or bank statement must be included. The Relationship of account owner to applicant must be documented.

- Confidential Report of Proficiency in English
- Official TOEFL or IELTS scores. The scores must be sent directly to TLU from the corresponding testing service.
    - Students whose native language is English must submit test results from the SAT or ACT. A score of 500 on the SAT Evidence-Based Reading and Writing section or a score of 21 on the ACT English and Reading sections may substitute for the TOEFL or IELTS.
    - The minimum required scores are:
        - TOEFL PBT – 550
        - TOEFL CBT – 213
        - TOEFL iBT – 80
        - IELTS – 6.5
    - Completion of English Composition I and II (grade of C or better) from a regionally accredited U.S. institution (online courses do NOT count)
    - A minimum of 24 degree seeking credits that transfer in to UIW with a grade of C or better earned at a regionally accredited U.S. institution (remedial, online and intensive English courses do NOT count)
- International Student Transfer Form. Students transferring from a U.S. institution must have this form completed by their university's PDSO or DSO. The form must be received directly from the PDSO or DSO completing the form.

International Graduate Applicants

Students applying for a face-to-face graduate program (Master of Science in Data Science, Master of Athletic Training) are required to submit the following:

- Completed Application for Admission: Common Application (commonapp.org) or TLU application (apply.tlu.edu/apply)
- Application fee of $100USD submitted with the application for admission
- A personal statement describing personal goals, professional objectives, and reasons for wanting to study at TLU.
- International Student Addendum
- Official transcripts from each secondary school and post-secondary schools attended. These should include a listing of courses taken and marks/grades earned and must be translated into English and evaluated for credit by a NACES accredited provider. Evaluated transcripts must be received directly from one of

these evaluators:

Educational Credential Evaluators, Inc.

International Education Research Foundation, Inc.

World Education Services, Inc.

Payment for transcript evaluation is the responsibility of the applicant. A transcript evaluation is waived for students transferring from a university in the United States.

- Proof of Financial Solvency: This document must be submitted with supporting documentation, such as bank statement, account statements, or a signed bank letter, dated within the last 90 days. If submitting a signed bank letter, an account or bank statement must be included. The relationship of the account owner to applicant must be documented.
- Confidential Report of Proficiency in English
- Official TOEFL or IELTS scores. The scores must be sent directly to TLU from the corresponding testing service.
    - The minimum required scores are:
        - TOEFL PBT – 550
        - TOEFL CBT – 213
        - TOEFL iBT – 80
        - IELTS – 6.5

  Graduate and doctoral students graduating from a regionally accredited institution within the United States are not required to submit proof of English language proficiency.
- International Student Transfer Form. Students transferring from a U.S. institution must have this form completed by their university's PDSO or DSO. The form must be received directly from the PDSO or DSO completing the form.

Students applying for a 100% online graduate program (Master of Business Administration, Master of Arts in Education, and Master of Science in Business Analytics) are required to submit the following:

- Completed Application for Admission: Common Application (commonapp.org) or TLU application (apply.tlu.edu/apply)
- Application fee of $100USD submitted with the application for admission
- A personal statement describing personal goals, professional objectives, and reasons for wanting to study at TLU.
- International Student Addendum
- Official transcripts from each secondary school and post-secondary schools attended. These should include a listing of courses taken and marks/grades

earned and must be translated into English and evaluated for credit by a NACES accredited provider. Evaluated transcripts must be received directly from one of these evaluators:

Educational Credential Evaluators, Inc.

International Education Research Foundation, Inc.

World Education Services, Inc.

Payment for transcript evaluation is the responsibility of the applicant. The transcript evaluation is waived for students transferring from a university in the United States.

- Confidential Report of Proficiency in English
- Official TOEFL or IELTS scores. The scores must be sent directly to TLU from the corresponding testing service.
    - The minimum required scores are:
        - TOEFL PBT – 550
        - TOEFL CBT – 213
        - TOEFL iBT – 80
        - IELTS – 6.5

Graduate and doctoral students graduating from a regionally accredited institution within the United States are not required to submit proof of English language proficiency.

Program requirements and details change frequently. Students should consult the TLU website for the most current information related to undergraduate and graduate education.

NOTIFICATION OF ADMISSION

Normally, processing of the files for both the fall and spring semesters begins in September. As soon as a file is complete, the review process begins. Candidates are notified according to the application type (Early, Regular, or Late). A file is deemed complete when all the above-outlined documentation has been received. It is the normal practice of the Office of Admissions to notify the applicant within two weeks of receipt of the application as to the status of the file. Failure to receive that notification means that either the file is being evaluated for admission or the application was never received or is incomplete. The notification of the decision is made available to students on the applicant's Student Status Page (apply.tlu.edu/mystatus).

PROCESS FOR SPECIAL CONSIDERATION

Undergraduate applicants applying to TLU in any category that do not initially meet admissions standards may be referred to the Admissions, Advising and Academic Standards Committee (AAA) for consideration and evaluation. The committee may

defer a decision until further information has been received; i.e., 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, a member of the admissions staff will contact the applicant.

Undergraduate applicants who do not initially gain admission to the institution may formally appeal their decision to the Vice President for Enrollment. An appeal includes the submission of the appeal form on the applicant's Student Status Page (apply.tlu.edu/mystatus) and supporting academic information that was not initially included in the review of the application. The VP may request an interview with the applicant and his parent/guardian/supporter. The VP reserves the right to overturn the initial admissions decision; however the VP's decision is the final decision.

POST-ACCEPTANCE PROCEDURES

FINAL TRANSCRIPTS

FIRST YEAR STUDENTS: The Office of Admissions must have a FINAL transcript sent directly from your high school through an official verification source. The graduation date and your final class rank, if applicable, must be on this transcript.

TRANSFER STUDENTS: The Office of Admissions 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 for 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 2 – for the spring semester, your acceptance may be rescinded.

ENROLLMENT DEPOSIT

To initiate housing, registration, and billing procedures, a $400 enrollment deposit is required of all domestic students. This enrollment deposit serves as indication of your intention to enroll at TLU. The enrollment deposit is non-refundable and must be paid in full. Once enrolled, the deposit serves as the student's general deposit. International applicants submit a $1,000 deposit. Once enrolled, $400 will serve as the general deposit and the remaining 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.

PROOF OF MENINGITIS VACCINATION

MANDATORY for all first-time students, including transfer and graduate students: Written confirmation of vaccination against bacterial meningitis. The record should be uploaded within the Comprehensive Health Form available on the Student Status Page after the student submits the enrollment deposit. Students must have received the vaccination at least 10 days prior, and no more than five years prior, to the first day of class. 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, transfer and graduate students enrolling in public or private institutions of higher education who are younger than 22 years old.

CAMPUS HOUSING

The TLU experience is centered around the value of a residential campus. The housing application and matching form and housing contract must be filled out completely and honestly to ensure a quality residential experience. At a designated time, the Campus Living Office will give access (through the Student Status Page) to the housing application and contract to all students who have paid their $400 deposit for domestic students and $1,000 deposit for international students and provided proof of meningitis vaccine. Without the 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, have lived on a college campus for a minimum of four semesters, or commuting from their parent's/guardian's home within a 30-mile radius of the campus. Requests for exceptions to this policy are to be submitted to the Director of Campus Living. 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 members are central to the academic advising process at TLU. All tenure-track faculty with one year of service at TLU assume academic advising responsibilities. The faculty role in the advising process is supported by the Office of the Vice President. Academic advising at TLU is guided by the belief that 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/25 ACT 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.
- Students must submit a copy of their valid meningitis record prior to beginning classes.
- 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 undergraduate courses during the summer at TLU may be admitted as transient students. A student applying for admission under this classification is required to complete the transient student application form and submit it to the Office of Registration and Records. Students must submit a copy of their valid meningitis record prior to beginning class.

READMISSION OF FORMER STUDENTS

A student who has interrupted attendance for one long semester or more at TLU 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). Students must submit a copy of their valid meningitis record prior to beginning class.

CREDIT BY EXAM

It is possible for students enrolled at TLU to earn credit by examination through several external programs. Examination credit counts in neither residence hours nor honors calculations. All examinations credit appears on the transcript as credit (CR) and does not affect the student's grade point average. TLU 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 Office of Admissions 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 3 to 8 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.

TLU recognizes the International Baccalaureate Program and 14 academic areas offer credit for IB program courses. Scores needed for credit range from 4 to 7.

Students may receive a maximum of 30 semesters 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 Office of Admissions 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 credit hours. 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. A first digit of 5 or 6 denotes graduate courses. A first digit of 7 indicates a course offered through the honors program.

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; 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.

TLU defines one credit hour as equivalent to one hour of classroom or direct faculty instruction and a minimum of two hours out-of-class student work each week for approximately 15 weeks. One credit hour is equivalent to three hours of lab sessions per week for labs in athletic training, business, kinesiology, natural sciences, nursing, and social sciences and two hours per week for visual arts studio courses and kinesiology activity courses. One credit hour is also defined as the equivalent of four hours per week of rehearsal for music performance courses, ten hours per week of athletic training clinical practice courses, or fifteen hours of applied participation in dramatic media productions.

CONSORTIUM COURSES

Some concentrations within the MBA program are offered online through a consortium of accredited colleges and universities. All courses within the concentration are delivered by faculty employed by partner institutions in the consortium with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Texas Lutheran

University. Students register through Texas Lutheran University and receive credit from Texas Lutheran University.

SPECIAL STUDIES AND TOPICS

TLU 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.

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.

179-279-379-479-579 SPECIAL TOPICS

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 listing. Credit earned may be from one to three hours for each course.

410-420-430 AND 510-520-530 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 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 undergraduate 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, 519-529-539 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 6 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.

531, 532, 533, 534, 574 ATHLETIC TRAINING CLINICAL PRACTICE COURSES
Intensive clinical experience courses are a required component of the Master of Athletic Training program. Students will be assigned to a clinical preceptor and gain experience in various patient care situations with increasing amounts of supervised autonomy. Individual clinical experiences are made based on student progression in the program and require demonstration of specific athletic training knowledge, skills, and abilities to be retained in the graduate program. Students will complete a minimum of 270 clinical experience hours within long semesters and 120 within summer semesters to receive 3 hours of credit.

ACCOUNTING

Students seeking degrees in accounting can pursue the Bachelor of Business Administration degree (B.B.A.) with a professional specialization in accounting (see the "Business Administration" section of the catalog). Students can also pursue the Bachelor of Science degree (B.S.) in Accounting which prepares students for licensure as a Certified Public Accountant (C.P.A.). For course descriptions of the accounting and business courses in this degree see the Business Administration section of the catalog.

Major in Accounting (B.S.): Business Core (21 hours): BUSI 231, 232, 339, 377, 378; take 6 hours from: BUSI 337, 338, 373, 477. Accounting Specialization (37 hours): BUSI 332, 343/343L, 334, 336, 375, 376, 433, 478, 498; take 9 hours from: BUSI 435, 476, 479, 480.

Supporting Courses for B.S. Accounting: 24 hours to include MATH 133, STAT 374, COMM 374, ISYS 231, ISYS 232, ECON elective (LD or UD), ECON elective (LD or UD), ECON elective (UD).

Minor in Accounting: 19 hours to include BUSI 231, 232, 334, 343/343L, 6 hours of upper division accounting electives.

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 communication studies, English, history, political science, sociology, and theology.

Minor in African-American Studies: 18 semester hours chosen from the following (of which six hours must be upper-division): AFAM 131, AFAM 236/ENGL 236, AFAM 236, AFAM 276/THEO 276, AFAM 333/HIST 333, AFAM 335/HIST 335, AFAM336/ECON 336, AFAM 339/HIST 339, COMM 271, COMM 273, POLS 334, SOCI 231A, CRCJ 231, SOCI 331, SOCI 333, SOCI 373, THEO 238, THEO 437. Students may receive 3 to 6 hours study abroad after consultation with African-American Studies advisor. Students can apply up to 9 hours of special topics coursework, AFAM 279/379, earned with a C or better, toward completion of the minor.

AFRICAN-AMERICAN STUDIES COURSES:

AFAM 131. Introduction to African American Studies (3:3:0)
This course is a general interdisciplinary survey that traces the African American experience, spanning five hundred years from the colonization of the US and the installation of trans-Atlantic slavery to the present day. Throughout their expansive history, African Americans developed rituals, traditions, music, art, science, inventions, dance, literature, and spiritual practices; kinship structures and communities; and political and social theories and practices that negotiate the contradiction at the core of the uneven experience of US democracy. Satisfies the engaged citizenship competency.

AFAM 236. African American Literature (3:3:0)
A study of African-American literature from colonial America to the contemporary with an emphasis on intersectionality. Readings may include slave narratives, literature of the Civil Rights Movement, and women's writings. Also offered as ENGL 236.

AFAM 237. The Black Male (3:3:0)
Provides a closer look into the journey and context of the African American male navigation through structural societal stigma, interpersonal violence and racialized trauma in the past and present. This course permits a wide range of exploration concerning what some term 'masculinities' so that black men can envision and shape a vibrant future. The classroom will be designed as a safe space for students to explore topics related to the perception of manhood, community, community connections and mentorship. Prerequisite: AFAM 131 or COMP 131.

AFAM 276. Theologies of the Civil Rights Movement (3:3:0)
An analysis of the Civil rights Era as a time of controversy within American Christianity. Students will compare the diverse theological orientations of the various participants in this controversy: from nonviolent Civil Rights activists to white "moderates" to white terrorists to Black Power leaders. Students will reflect on what this theological history means for Christians confronting social injustice today. Also offered as THEO 276.

AFAM 333. The Civil War and Reconstruction Eras (3:3:0)
This course explores the causes, course, and consequences of the American Civil War, from the 1840s through the 1870s. The course will examine the following themes: the crisis of union and disunion; slavery, race, and emancipation; the experience of modern, total war for individuals and American society; the political and social challenges of Reconstruction; and the question of why the Civil War era has a unique hold on American historical memory. Prerequisite: sophomore standing. Also offered as HIST 333.

AFAM 335. The African-American Freedom Struggle (3:3:0)
This course explores the efforts of African Americans to achieve civil rights beginning in the 1860s through the present day. In addition to providing a broad chronological and thematic framework for understanding the movement, this course will also introduce students to a diverse array of primary sources that will help develop an understanding of the major themes of the Civil Rights Movement and familiarize students with some of the major historiographical interpretations of the period. Also offered as HIST 335. Prerequisite: sophomore standing.

AFAM 336. Poverty and Discrimination (3:3:0)
This course explores how the discipline of economics can explain and analyze the causes and effects of poverty and discrimination on various parts of the population. Students will be introduced to economic theories of poverty and discrimination, ways to measure each (and the problems associated with these measures), and a description of the success and failures of public policies designed to curtail discrimination in the US. Prerequisite: ECON 237 or instructor approval.

AFAM 339. History of Southern Africa (3:3:0)
This course examines the rich complexity of southern Africa, its varied cultures and diverse societies. By interpreting primary and secondary sources, students explore the impact of European colonization on Southern African societies, examine the interactions of various settler groups and indigenous societies and trace the socio-economic changes wrought by South Africa's incorporation into the industrial-capitalist world system. In the second half of the course, students do research to examine the rise and fall of apartheid and assess Nelson Mandela's role in the process of creating a modern multicultural state. Special attention will be given to analyzing different ideologies and strategies that shaped the liberation struggle as well as the question of how gender has shaped and still shapes the identities of South Africans and their social interactions. Prerequisite: sophomore standing. Also offered as HIST 339.

APPLIED MUSIC

For applied music course listings, see "Music" 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. The art major is designed to serve as a foundation for careers in studio work and related fields such as teaching, graphic design and industrial/business art. For some of these fields and for teaching, the student will continue study beyond the bachelor's degree in graduate school, certification programs and apprenticeships.

Major in Art: 36 semester hours, (6 hrs) VART 131 and 138, (18 hrs) VART 2xx studio courses, (9 hrs) VART 3xx studio courses, and, VART 414 (1 hr) Senior Capstone I and VART 424 (2 hrs) Senior Capstone II (to be taken consecutively). Students must complete all 100 and 200 level courses and then must choose either a 2-dimensional track or a 3-dimensional track. The Capstone may begin in the second semester of the junior year upon completion of all 100, 200 level studio courses, or upon approval of art department.

Supporting courses for art major: 24 semester hours, including VART 274 and 275, and 18 hours in fine arts, humanities and/or social sciences.

Minor in art: 18 semester hours, including (12 hrs) VART 131, 138, 274, 275 and (6 hrs) in 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 COURSES:

VART 131. Drawing 1 (3:1:4)
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 (3:1:4)

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

VART 231. Drawing II (3:1:4)
Theory and practice in the elements of drawing with emphasis on the human figure. Prerequisite: VART 131 or consent of instructor.

VART 232. Computer Design I. (3:1:4)
Introduction to graphic design on the computer using Adobe Photoshop and Illustrator. There are no prerequisites for this course and it is open to all students without prior knowledge of computer imaging software.

VART 233. Painting I (3:1:4)
Introduction to painting media and techniques. Personal expression through pictorial organization is stressed.

VART 235. Sculpture I (3:1:4)
Fundamental techniques and 3-dimensional concepts in producing sculpture in clay, plaster and other materials.

VART 237. Printmaking I (3:1:4)
Introduction to printmaking media and techniques. Personal expression through pictorial organization is stressed.

VART 238. Visual Literacy (3:3:0)
Designed for the non-major, this course introduces students to the contemporary challenges of reading, comprehending, and creating visual communication in an expanded sense. Students are introduced to a common language for describing visual communication and then apply rules to create and analyze a wide variety of content. Best practices for a variety of applications including quantitative graphical forms, photography, advertising, and motion graphics are applied in lab using Power Point, Excel, Photoshop, and Illustrator.

VART 272. Ceramics I (3:1:4)
Basic techniques in forming, decoration, and firing pottery. Emphasis on hand-building with introduction to wheel thrown forms.

VART 273. Art Concepts (3:3:0)
Basic art activities in a variety of media and materials for teachers of all grades.

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 a prerequisite)

VART 332. Drawing III (3:1:4)
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 (3:1:4)
Emphasis on development of personal style, specialized concepts and techniques. Prerequisite: VART 233 or consent of instructor.

VART 335. Sculpture II (3:1:4)
Emphasis on development of personal style, specialized concepts and techniques related to 3-dimensional art. Prerequisite: VART 235.

VART 336. Design II (3:1:4)
Color theory as well as concepts related to 3-dimensional form.

VART 337. Printmaking II (3:1:4)
Emphasis on development of personal style, specialized concepts and techniques. Prerequisite: VART 237 or consent of instructor.

VART 339. Watercolor (3:1:4)
Investigation of composition, color, techniques and materials related to watercolor.

VART 372. Ceramics II (3:1:4)
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 378. Photography (3:1:4)
Introduction of historic, nontraditional and alternative methods of creating photographic imagery with the use of medium format film.

VART 379. Special Topics (3:3:0)
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 414. Senior Seminar I (Capstone research course) (1:0:3)
The course is to be taken by senior art majors one semester prior to graduation. The student will outline a course of research that includes critical aesthetic and ethical reading in order to fully develop a body of visual art for public display either on or off-campus. Through the writing and individual and group critiques of studio work, students will rigorously examine the work they create in order to prepare for leadership roles in their professional careers.

VART 424. Senior Seminar II (Capstone seminar course) (2:2:2)
Required of all art majors during their semester of graduation. The seminar emphasizes continued professional development of individuals in pursuit of careers in the visual arts and has the following components: exhibition and presentation methods, documentation and community service through the arts. Preparation of the body of work developed in VART 424 for exhibition, production of a digital portfolio, development of a resume, artist's statement, and biography, initiation and/or participation in community service and volunteer projects during the course of study that are related to the arts using the skills that have been acquired in the process of art-making.

VART 436. Environmental Design (3:1:4)
Exploration of three methods of environmental sculpture that include site specific, installations and earthworks.

VART 473. Advanced 2-Dimensional Studio (3:1:4)
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 from instructor.

VART 474. Advanced 3-Dimensional studio (3:1:4)
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 from instructor.

ATHLETIC TRAINING

TLU offers a two-year professional program in Athletic Training that leads to a Master of Athletic Training degree. Undergraduate TLU students have access to a five-year educational experience resulting in concurrent completion of a Bachelor of Science in Kinesiology and a Master of Athletic Training degree. Students who are on track to complete TLU general education requirements and program prerequisites in three academic years can apply to the Master of Athletic Training program. Students that complete the program are eligible to become nationally certified athletic trainers through the Board of Certification (BOC) and for Texas state licensure.

The mission of the TLU Athletic Training Program is to provide students foundational education and clinical experiences within the 5 domain areas delineated in the Board of Certification Practice Analysis, 7th edition, giving graduates the knowledge and skills necessary to pursue a career in athletic training. The program will emphasize students' development of clinical decision making skills, effective communication and professional behaviors through didactic and clinical curricula grounded in the five IOM core competencies. Students are routinely placed in hands on learning situations to encourage the development of knowledgeable and resourceful healthcare professionals. The program strives to prepare students to become BOC certified (ATC) athletic trainers who will work and be an active participant in the athletic training profession.

MASTER OF ATHLETIC TRAINING PROGRAM (MAT)

TLU's graduate level Athletic Training Program is intended for students who have chosen to pursue a career in the athletic training field. Academic and clinical components are designed to cover content leading to proficiency within the 5 domain areas delineated in the Board of Certification Practice Analysis, 7th edition. The program consists of four traditional semesters and three mandatory summer sessions resulting in a Master of Athletic Training degree.

CRITERIA FOR ADMISSION

Admission to the Professional Program with concurrent Bachelor's and Master's Degrees

Materials needed to complete one's application file include:

1. A concurrent graduate student application provided by the Office of Admissions.
2. Official transcripts from all institutions attended not listed on the TLU transcript.
3. One academic and one professional recommendation letter.

Conferral of Degrees

Upon completion of the program, concurrent students will be awarded both the undergraduate and graduate degrees at the same time.

Direct Admission to MAT program

Materials needed to complete one's application file include:

1. TLU Application at apply.tlu.edu.
2. Official transcripts from all institutions attended.
3. Supplemental Program Form: This includes an essay on your professional goals.
4. Graduate addendum.
5. One academic and one professional recommendation letter.

Applications are due March 1st for students beginning the ensuing summer semester. All applicants who wish to be considered for the MAT program must also:

1. Complete an interview with the TLU Athletic Training Program Faculty.
2. Have a minimum of a 3.0 cumulative GPA on a 4.0 scale for all college coursework.
3. Complete TLU's general education and Kinesiology Major requirements OR a Bachelor's degree from an accredited university before beginning program coursework.
4. Complete, with a C or higher, the TLU equivalent of the following coursework:
    a. BIOL 235: Nutrition
    b. BIOL 245: Human Anatomy and Physiology I
    c. BIOL 246: Human Anatomy and Physiology II
    d. KINS 238: Foundations of Athletic Training
    e. CHEM 147: Principles of Chemistry
    f. PHYS 141: General Physics
    g. PSYC 131: Introduction to Psychology
    h. KINS 335: Exercise Physiology
    i. KINS 476: Biomechanics
    j. STAT 374: Statistics

Students whose application file meets the admission criteria will be reviewed by the Athletic Training Admission Committee. Applications will be evaluated and ranked based on the above criteria. Students accepted into the MAT program will be required to sign a technical standards document and submit a general medical physical completed by a medical doctor before beginning the clinical portion of the program.

RETENTION IN THE MAT PROGRAM

Students must meet the following criteria to maintain involvement in the MAT program:

1. Athletic training students must maintain a minimum graduate cumulative GPA of 3.0. If a student falls below the minimum cumulative GPA requirement, that student will be placed on academic probation for a period of one semester. If the student is able to raise their cumulative GPA to the required level, their probationary status will be removed. If the student is unable to raise the cumulative GPA to the required level, that student will be suspended from the MAT program. Those students who are suspended must reapply and be accepted back into the MAT Program.
2. Students must obtain a minimum grade of a C in all MAT program courses. Students that fail to earn the minimum grade will be suspended from the MAT program. Those students who are suspended must reapply and be accepted back into the MAT program
3. Students must complete all course assignments with a 70% of better, regardless of the number of attempts. Students that earn less than a 70% on an assignment will receive a grade of zero on the assignment until the minimum grade is earned. Once the minimum grade is achieved, the assignment grade will be changed to reflect the score earned on the student's first attempt. Students who do not earn a minimum 70% on all course assignments in graduate coursework by the start of the next semester will not be retained within the MAT program.
4. Students must receive positive evaluations from clinical preceptors. Students who receive poor evaluations will be expected to create an action plan for improvement by their next evaluation. Failure to correct performance problems may be cause for disciplinary action.
5. Students must be in compliance with procedures of evaluation on clinical Touchstones by a preceptor. This includes following the schedule for evaluation of individual Touchstones, obtaining the minimum score, and making progress on areas of deficiency. Failure to comply with these policies will result in suspension from the MAT program. Specific policies can be found in the Clinical Athletic Training Touchstones (CATT) document provided to program students prior to beginning clinical education.

6. Students must have on time attendance at all required program meetings and clinical assignments. Notification is expected as soon as possible for any absences or late arrival to such assignments.
7. Students must foster and maintain professional working rapport with athletic training staff, fellow MAT students, patients, and other staff.
8. Students should be a positive representation of the MAT Program across campus, and in the community.
9. Students must comply with the Technical Standards of the program.
10. Students must be in compliance with policies and procedures outlined in the MAT Student Manual.

The Program Director and program faculty will review student progress following each semester to determine if retention criteria are being met. Compliance with these standards serves as the primary criteria for retention. Additional information may be obtained through the MAT Program director.

Major in Kinesiology Exercise Science (B.S.): 33 semester hours including KINS 130, 131, 135, 244, 238, 345, 433, 446, plus 6 hours upper division in Kinesiology.

Supporting Courses for B.S. Kinesiology Exercise Science: 22 hours including BIOL 245, BIOL 246, CHEM 147, PHYS 141, PSYC 131, and STAT 374.

Course requirements for athletic training students receiving the undergraduate degree in Kinesiology are more specific than those listed for general Kinesiology majors. This is due to the instruction of specific foundational concepts that are instructed at the undergraduate level.

Course listings are listed in "Kinesiology" section of this catalog.

Major in Athletic Training (M.A.T.): 56 semester hours including ATHL 512, 513, 530, 531, 532, 533, 534, 535, 536, 538, 570A, 570B, 571, 572, 573, 574, 575, 576, 577, 578.

ATHLETIC TRAINING COURSES:

ATHL 512. Research Project (1:1:0)
Independent study and research in a specific area of interest. Students will focus on specific areas needed for completion of their research project including but not limited to Institutional review process, data collection, data analysis, and results section of a manuscript.

ATHL 513. Case Analyses of Musculoskeletal Injury (1:1:0)
The course includes a serial analysis of musculoskeletal case studies. It gives students an opportunity to critically analyze prior learned evaluative techniques in real world situations. It teaches students to align how musculoskeletal anatomy and physiologic response to stress contribute to the formation of key features in specific musculoskeletal injury patterns.

ATHL 530. Athletic Training Concepts (3:3:0)

An introduction to clinical patient care in the athletic training profession. Students will be introduced to the core competencies for allied health professions and how disablement affects care decisions. Domains of the Board of Certification's Practice Analysis will be used to discuss foundational knowledge, skills, and abilities of the athletic trainer. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 531. Clinical Practice 1 (3:1:X)
This course is intended for students who are enrolled in the professional portion of the athletic training program. This is a laboratory-based course designed to begin instruction and evaluation of clinical proficiencies in athletic training. Students will be assigned as the primary health care provider in a specific clinical setting and provide care under the direct supervision of clinical preceptors. Weekly meetings will reinforce concepts learned in the clinical setting. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 532. Clinical Practice 2 (3:1:X)
This course is designed to build upon the clinical concepts begun in the Clinical Practice 1 course. This is a laboratory-based course designed to continue instruction and evaluation of clinical proficiencies in athletic training. Students will be assigned as the primary health care provider in a specific clinical setting and provide care under the direct supervision of clinical preceptors. Weekly meetings will reinforce concepts learned in the clinical setting. Prerequisite: ATHL 531.

ATHL 533. Clinical Practice 3 (3:1:X)
This course is designed to build upon the clinical concepts begun in the Clinical Practice 2 course. This is a laboratory-based course designed to continue instruction and evaluation of clinical proficiencies in athletic training. Students will be assigned as the primary health care provider in a specific clinical setting and provide care under the direct supervision of clinical preceptors. Weekly meetings will reinforce concepts learned in the clinical setting. Prerequisite: ATHL 532.

ATHL 534. Clinical Practice 4 (3:1:X)
This course is designed to allow students to practice and gain confidence in the clinical skills and concepts covered in the Clinical Practice 1-3 courses. This is a laboratory- based course designed to evaluate and refine clinical proficiencies in athletic training. Students will be assigned as the primary health care provider in a specific clinical setting and provide care under the direct supervision of clinical preceptors. Weekly meetings will reinforce concepts learned in the clinical setting. Prerequisite: ATHL 533.

ATHL 535. 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: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 536. General Medical Care (3:3:0)
An examination of common illnesses & conditions that affect the multiple body systems. Emphasis will be on clinical evaluation, recognition, immediate care, and appropriate referral of general medical conditions. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 538. Advanced Clinical Decision Making (3:3:0)
This course builds upon concepts learned in Assessment of Athletic Injuries 1 and 2 in developing the ability to evaluate orthopedic conditions. Students will be expected to perform a comprehensive clinical examination of a patient with an upper extremity, lower extremity,

head, neck, thorax, and/or spine injury or condition. Additionally the student will incorporate clinical reasoning in the selection of assessment procedures and interpretation of findings in order to formulate a differential diagnosis and/or diagnosis, determine underlying impairments, and identify activity limitations and participation restrictions. Prerequisite: ATHL 570A, 570B.

ATHL 570A. Assessment of Musculoskeletal Injury I (3:3:0)
An in-depth look at anatomical and differentiating characteristics of injuries to the body to include upper extremity, lower extremity, pelvis, abdomen, thorax, and head. Prerequisite: Acceptance to the Master of Athletic Training Program.

ATHL 570B. Assessment of Musculoskeletal Injury II (3:3:0)
An in-depth look at the hands-on evaluation techniques (palpation, range of motion testing, nervous testing, special testing, etc.) used to assess injuries to the upper extremity, lower extremity, pelvis, abdomen, thorax, and head. Prerequisite: ATHL 570A.

ATHL 571. Community Based Prevention Strategies (3:3:0)
Provides an understanding of evidence-based health care practices and their application to sound clinical decision making and critically examining athletic training practice. Students will learn commonly used clinical outcomes assessment measures to determine the effectiveness and efficacy of athletic training interventions. Students will also identify a specific clinical question of interest and begin the preliminary steps in conducting an original research project. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 572. Advanced Therapeutic Interventions (3:3:0)
An examination of clinician and patient oriented outcome measures used to assess a patient's status. Based on assessment results and with consideration of the stage of healing and goals, students will design a therapeutic intervention designed to maximize patient function and health related quality of life. A variety of interventions, methods, techniques, equipment, exercise, modalities and medications will be covered to produce a comprehensive treatment plan for the patient. Prerequisite: ATHL 575, 577.

ATHL 573. Acute Care in Athletic Training (3:3:0)
Introduction to principles of emergent care across a variety of settings. Students will be expected to clinically evaluate and manage a patient with an emergency injury or condition to include the assessment of vital signs and level of consciousness, activation of emergency action plan, secondary assessment, diagnosis, and provision of the appropriate emergency care (e.g. CPR, AED, supplemental oxygen, airway adjunct, splinting, spinal stabilization, control of bleeding). Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 574. Summer Clinical Practice (3:1:x)
This course is designed to expose students to general medical and non-traditional practice settings in allied health. A combination of observation and laboratory based experiences will be used to provide an interdisciplinary understanding of patient care. Class meetings will be used to reflect upon experiences and reinforce concepts learned throughout the athletic training curriculum. Prerequisite: ATHL 532.

ATHL 575. Therapeutic Modalities (3:3:0)
An examination of the theories, principles and application of therapeutic modalities in a clinical setting. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 576. 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. Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 577. Therapeutic Exercise in Rehabilitation (3:3:0)
An examination of the theories, principles and applications of therapeutic exercise in the rehabilitation of injuries. Prerequisite: Prerequisite: Acceptance to the Professional Phase of the Athletic Training Program.

ATHL 578. Athletic Training Capstone (3:3:0)
A culminating experience for senior athletic training students, taken during the student's last semester at TLU. This course includes application of knowledge learned in the discipline and focuses on preparation as a BOC certified athletic trainer. Students will demonstrate knowledge and ability in written and oral communication, and research presentation skills appropriate for an entry level athletic trainer. Prerequisite: ATHL 512.

BIOCHEMISTRY

Biochemistry is an interdisciplinary major offered jointly by the Departments of Biology and Chemistry and administered by the Department of Chemistry. A degree in biochemistry provides the student with a broad background in the chemical and molecular aspects of the life sciences. This major is intended for those interested in employment or graduate school at the interface of chemistry and biology, and also satisfies the majority of the requirements for application to medical, dental or pharmacy school.

Major in Biochemistry (B.S.): 59 semester hours including CHEM 122, 143, 144, 248, 249, 341, 344, 434, 437, 411, 412, 414; either BIOL 143 and 144 or BIOL 245 and 246, 242, 331, 433; and at least 6 hours chosen from CHEM 332, CHEM 342, CHEM 345, CHEM 379, CHEM 435, CHEM 436, BIOL 379, BIOL 431, BIOL 438.

Supporting courses (15 hrs.): MATH 241, either PHYS 141-142 or PHYS 240-241, either STAT 374 or BIOL 338. NOTE: Students majoring in biochemistry may not concurrently major, double major, or minor in Biology, Chemistry. Or Integrated Science.

For course descriptions, see the Biology and Chemistry sections of the catalog.

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.) (general track): 37 semester hours, including BIOL 111, 143-144 or 245-246, 242, 331, 338, 340, 332 or 334 or 430, 428; two organismal biology/ecology courses (selected from BIOL 333, 336, 337, 431, 473); one molecular/cell biology course (selected from 432, 433, 436, 471).

Supporting courses (B.A.): 19 semester hours, including CHEM 143, 144 or 341; MATH 133 or higher; PHYS 141-142 or PHYS 240-241.

Major in Biology (B.S.) (general track): 43 semester hours, including BIOL 111, 143, 144, 242, 331, 338, 340, 332 or 334 or 430, 428; three organismal biology/ecology courses (selected from BIOL 333, 336, 337, 431, 473); two molecular/cell biology courses (selected from BIOL 432, 433, 436, 438, 471).

Supporting courses (B.S.): 24 semester hours, including CHEM 143, 144 or 341, 248; MATH 241; PHYS 141-142 or PHYS 240-241.

Major in Biology (B.S.) (molecular biology specialization): 39 semester hours, including BIOL 143, 144, 242, 331, 338, 332 or 430, 414, 428, 433, 437, and 3 hours selected from BIOL 431, 432, 436, 438, 471, or 473.

Supporting courses (molecular biology specialization): 28 semester hours, including CHEM 143, 144 or 341, 248, 249; MATH 241; PHYS 141-142 or PHYS 240-241.

Major in Biology (B.S.) (environmental biology specialization): 39-40 semester hours, including BIOL 111, 143, 144, 331, 337, 338, 334 or 430, 340, 428, and 4 courses selected from BIOL 242, 333, 336, 431, 433, 436, or 473.

Supporting courses (environmental biology specialization): 24 semester hours, including CHEM 143, 144, MATH 241; PHYS 141-142 or PHYS 240-241; CHEM 248 or 341.

Major in Biology (B.S.) (Grades 7-12 Life Science Specialization)

Distribution Coursework (35 hours): fine arts elective, fine arts elective, CHEM 143, CHEM 144, COMM 374, ENGL 2XX (lit), ENGL 371, HIST 131, POLS 231, PSYC 236, SPAN elective.

Education & Reading Coursework (30 hours): EDUC 111, 272, 331, 373, 374 or 375, 421, 431, 438, 460, READ 436.

Specialization Coursework (37 hours): BIOL143/144 or 245/246, 337, 340, 428; PHYS 141/142 or 240/241, 3 courses from BIOL 242, 331, 333, 431, 471, 473.

Note – if 7-12 Life Sciences is a second specialization, delete CHEM 144, PHYS 141, PHYS 142, STAT 374 and BIOL 428.

A student must have a minimum of 24 hours in the content area or minor to student teach in that area.

Minor in biology: 18 semester hours, including BIOL 143-144 or 245-246; 242 or 340; and two courses selected from 331, 332 or 334, 333, 336, 337, 431, 432, 433, 436, 437, 438, 471, 473.

Honors Program Participants: Biology Honors students must meet the same degree requirements as those listed for non-honors students, with the exception that 6 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 COURSES:

BIOL 111. Biodiversity in Central Texas (1:0:3)
A laboratory and field-based course for biology majors and students interested in environmental science. Students will observe, photograph and collect plant and animal specimens on field trips and then identify the specimens using taxonomic keys and field guides. Students will become familiar with the common species and taxonomic groups found in central Texas. Cross-listed as ENVS 111.

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 140. Basic Biology (4:3:3)
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 current medical concerns. 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 210, 220, 230, 310, 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 233. Pathophysiology (3:3:0)
Examines the biological basis of common, clinical disease states. Pathophysiology is treated as a disruption of normal homeostatic mechanisms that progress beyond the normal compensatory capabilities of the human body. Prerequisite: BIOL 245 and BIOL 246.

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 & 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. Students can only take 3 hours of internship per semester; a maximum of 6 hours of internship can be applied toward a student's degree requirements.

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: 8 hours of biology, and four hours of chemistry (may be taken concurrently).

BIOL 245. 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, nervous and reproductive systems. Emphasis is placed upon integration of systems as they relate to normal health.

BIOL 246. 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, and urinary systems. Prerequisite: BIOL 245 or permission of the instructor.

BIOL 331. Genetics (3:3:0)
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: 8 hours of biology and MATH 133 or higher.

BIOL 332. Molecular and Cellular Biology Research (3:2:3)
This course focuses on the use of laboratory techniques in cell and molecular biology to complete a scientific research project. Students will develop research skills such as hypothesis

generation, experimental design, data collection, data analysis, and scientific communication. Prerequisite: junior standing or permission of the instructor.

BIOL 333. Comparative Anatomy and Embryology of the Vertebrates (3:3:0)
An integrated study of vertebrate systematics, evolution, anatomy, and embryology. Prerequisite: 8 hours of biology.

BIOL 334. Environmental Biology Research (3:2:3)
This course focuses on the use of laboratory and field techniques in environmental biology to complete a scientific research project. Students will develop research skills such as hypothesis generation, experimental design, data collection, data analysis, and scientific communication. Prerequisite: 12 hours of biology.

BIOL 336. Aquatic Biology (3:3:0)
A study of freshwater ecosystems the biology of freshwater organisms, and human impacts on freshwater ecosystems. Prerequisite: 8 hours of biology.

BIOL 337. General Ecology (3:3:0)
A study of the relationships between organisms and their environment. Prerequisite: 8 hours of biology.

BIOL 338. Biostatistics (3:3:0)
An introduction to the application of statistical ideas to problems in biology including experimental design and statistical analyses in health sciences and environmental biology. Students will use the R programming language to analyze data. Topics include ANOVA, ANCOVA, and regression. Prerequisite: MATH 133 and 12 hours of biology.

BIOL 340. Plant Biology (4:3:3)
A study of plants emphasizing anatomy, morphology, function, growth, reproduction, uses, diversity and classification. In part, the laboratory will focus on techniques for identifying plants of the local flora. Prerequisite: 8 hours of biology.

BIOL 377. STEM by Inquiry Instructional Strategies. (3:3:0)
This course is required for students pursuing certification in secondary education in science or mathematics. The course introduces science content, science education theory, and research and pedagogical strategies for the 7-12 STEM classroom. Students will learn content-relative, discipline-specific, best practice for success in the secondary STEM classroom. Prerequisites: Admission to the Educator Preparation Program and EDUC 332.

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: 8 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 6 hours in a term.

BIOL 414. Biochemistry Lab (1:0:3)
Laboratory course in modern biochemical and physiological techniques with an emphasis on experimental design, manipulations and data analysis. Focuses on the purification and detection

of proteins. Also offered as CHEM 414. Prerequisite: BIOL 242, MATH 148, CHEM 248; BIOL/CHEM 434 and /or BIOL/CHEM 437 should be taken in advance or concurrently.

BIOL 428. Senior Capstone (2:2:0)
Preparation and presentation of a paper, talk and poster describing research done by the student. The course will include guest lectures and discussion of the students' preparation for careers and further educational opportunities. Prerequisite: BIOL 332 or 334.

BIOL 431. General Physiology (3:3:0)
A physiochemical approach to the functioning of animal cells and the integration of major organ systems. Prerequisite: 8 hours of biology; CHEM 143 and CHEM 144 or 341; PHYS 141-142 or PHYS 240-241.

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: 12 hours of biology.

BIOL 433. Molecular Biology (3:3:0)
A study of the synthesis, localization, structure and function of biomolecules with emphasis placed on the gene. Topics in lecture will focus on gene structure, DNA replication, recombination, gene expression, signaling pathways that control gene expression and bioinformatics. Prerequisite: BIOL 331, CHEM 248, MATH 133 or higher.

BIOL 434. Biochemical Principles (3:3:0)
Study of the chemical principles behind biological systems, to include properties and types of bonds, basic chemicals of life, kinetics and thermodynamics as they relate to biological reactions, enzymes and their properties. Also offered as CHEM 434. Prerequisites: CHEM 248 and BIOL 242.

BIOL 436. Developmental Biology (3:3:0)
This course explores the processes and mechanisms that control animal development and embryogenesis with a focus on molecular, cellular and genetic approaches. Topics include the following: fertilization, early embryogenesis, cell differentiation, axis formation, organogenesis, stem cells, sex determination and limb development. Prerequisite: BIOL 331.

BIOL 437. Metabolic Biochemistry (3:3:0)
Study of the pathways of carbohydrate, lipid, and amino acid metabolism, including the regulation of enzymes involved in those pathways. Also offered as CHEM 437. Prerequisites: BIOL 242 and CHEM 248.

BIOL 438. Immunology (3:3:0)
An intensive study of immunology, including innate immunity, cell-mediated and humoral aspects of acquired immunity and immune disorders. Prerequisite: BIOL 242.

BIOL 471. Cell Biology (3:3:0)
The investigation of the structure of eukaryotic cells including membranes, organelles and the cytoskeleton, the regulation of cell division and current research methods used in cell biology. The course will culminate with a focus on cancer biology and stem cell biology. Prerequisite: BIOL 331.

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: 8 hours of biology.

BUSINESS ADMINISTRATION (B.B.A.)

Students seeking degrees in business can pursue a Bachelor of Business Administration (B.B.A.) degree with specializations in accounting, economics, finance, management, marketing, and international business. The Department of Business and Economics has a specialized accreditation by the Accreditation Council for Business Schools and Programs (ACBSP). In addition, the undergraduate accounting program has received separate accounting accreditation from ACBSP.

Graduates of the Department of Business and Economics will be equipped with the technical knowledge and professional skills (including reasoned judgment, effective communication and ethical decision making) to begin a successful career or graduate school.

Major in Business Administration (BBA) Core curriculum: 33 semester hours, including BUSI 231-232, 337, 338, 373, 377, 378, 477, 486, 499 and 335 or 339 (for accounting specialization) or 339 (for non-accounting specializations).

PROFESSIONAL SPECIALIZATIONS:

Accounting: 22 semester hours including BUSI 332, 343, 334, 336, 376, 478; 3 hours from BUSI 431, BUSI 439, BUSI 484, ECON 373, ECON 431.

Supporting courses for Accounting specialization: 27 semester hours, including MATH 133, MATH 136; STAT 374; 6 hours of economics (237 or above); COMM 374; ISYS 231, ISYS 232; 3 hours psychology or sociology.

Finance: 19 semester hours including BUSI 343, 431, 484; ECON 373 and ECON 431; 3 additional hours of upper division accounting.

Supporting courses for Finance specialization: 30 semester hours to include MATH 133, MATH 136; ISYS 232; STAT 374, STAT 375; ECON 237, ECON 374, ECON 375; COMM 374; PSYC 131.

Information Systems: 18 semester hours including CSCI 133 or 248, CSCI 332, CSCI 334, ISYS 332, ISYS 432, ISYS 434.

Supporting courses for Information Systems: 21 semester hours to include COMM 374, ECON elective, ISYS 231, ISYS 232, MATH 133, MATH 136, STAT 374.

International Business: 15 semester hours including BUSI 431, 439 (must be taken during TLU-approved study abroad program); BUSI 490; BUSI 494; ECON 431.

Supporting courses for International Business specialization: 30 semester hours, to include MATH 133, MATH 136; STAT 374; 6 hours of economics (237 or above); COMM 374; 6 hours from GEOG 234, HIST 234, INTR 231, POLS 235, POLS 337, SOCI 239; 6 hours of foreign language.

Management: 15 semester hours including BUSI 374, 432, 472, 494, and 3 hours of electives in business, economics or information systems.

Supporting courses for Management specialization: 27 semester hours to include MATH 133, MATH 136; STAT 374; 6 hours of economics (237 or above); COMM 374; ISYS 231, ISYS 232; 3 hours psychology or sociology.

Marketing: 15 semester hours including BUSI 333A, 333B, 474, 481 and 490.

Supporting courses for Marketing specialization: 27 semester hours to include MATH 133, MATH 136; STAT 374; 6 hours of economics (237 or above); COMM 374; ISYS 231, ISYS 232; 3 hours of psychology or sociology.

Social Innovation & Social Entrepreneurship: 15 semester hours including SISE 231, 331, 333, 335; and 3 additional hours from BUSI 372, COMM 236, 274, 332, 339 or SISE 439

Supporting courses for SISE specialization: 27 hours to include MATH 133, MATH 136, STAT 374, COMM 374, ISYS 231, ISYS 232; 6 hours of economics (237 or above); 3 hours of psychology or sociology.

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.

Master of Business Administration: Students interested in receiving a Master of Business Administration degree should refer to "Business Administration MBA" in the courses of study section of the catalog for details.

Minor in business: 18 semester hours, including BUSI 231, 232, 337, 373, 377, and ECON 237.

BUSINESS COURSES:

BUSI 132. Introduction to e-Business (3:3:0)
This course stresses the unique aspects of business models, strategies and tools which are used by businesses and organization as a viable means of differentiation and competition. Students will learn strategies involved in internet marketing, e-commerce, customer relationship management, social media as a communication tool, privacy and legal issues, logistics and

procedures and e-business strategic management. Students will be able to contrast a traditional model of business with the e-business model.

BUSI 231. Principles of Financial Accounting (3:3:0)
An introduction to business external financial reporting designed to create an awareness of the accounting concepts and principles used in preparing financial statements. The course is designed for all business students whether future users or preparers of accounting information.

BUSI 232. Principles of Managerial Accounting (3:3:0)
An introduction to the determination, development, and uses of internal accounting information needed by business management to satisfy customers while controlling and containing costs. The course is designed for all business students whether future users or preparers of accounting information. Prerequisite: BUSI 231.

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 313. Tax Clinic (1:0:3)
Practical application of individual tax concepts, development of client relation skills, and community service to lower-income and senior taxpayers from the local community. Prerequisite: BUSI 336.

BUSI 331. Consumer Behavior (3:3:0)
This course examines the factors influencing consumer decision-making and behavior, integrating concepts from psychology, sociology, and economics. Topics include consumer motivation, buying processes, market adjustments, product innovation, cultural and social influences, and the role of ethical considerations in marketing. Students will explore theoretical principles and their application to real-world marketing strategies, such as designing the marketing mix and positioning strategies for diverse target markets. The course emphasizes understanding consumer attitudes, behaviors, and the use of technology in the evolving marketplace.

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 333A. Digital Marketing (3:3:0)
This course provides a comprehensive understanding of the strategies, tools, and techniques used in digital marketing. Students will explore key topics such as social media marketing, search engine optimization (SEO), content creation, email marketing, mobile marketing, and analytics. Emphasis is placed on developing integrated marketing strategies that align with organizational goals and enhance customer engagement.

BUSI 333B. Social Media Marketing (3:3:0)
This course introduces students to the principles, strategies, and tools of social media marketing. It explores how businesses leverage social media platforms to create brand awareness, engage with audiences, and drive business objectives. Key topics include social media ecosystems (understanding various platforms and their roles in marketing), strategy development (crafting effective social media marketing plans aligned with business goals), content creation (developing content that resonates with target audiences while maintaining brand voice), analytics and metrics (measuring the success of campaigns through data analysis), engagement techniques: (building relationships with customers through organic

and paid strategies), and integration (incorporating social media into broader marketing efforts, including mobile and email marketing).

BUSI 334. Intermediate Accounting II (3:3:0)
A continuation of BUSI 343, including accounting for long-term liabilities and bonds, corporate capital, revenue recognition, long-term investments, fair value measurements, cash flow statement, pensions, and leases. Prerequisite: BUSI 343

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 343.

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: sophomore standing.

BUSI 338. Quantitative Decision Making (3:3:0)
Introduces quantitative analysis techniques in business decision-making situations. Includes topics such as forecasting, decision analysis, utility theory, game theory, project management, inventory control and linear programming. Prerequisite: STAT 374

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. Intermediate Accounting I (4:4:1)
Financial accounting and reporting, including theoretical concepts; financial statement presentation and disclosures; current assets; current liabilities; property, plant and equipment; short-term investments; present value analysis; and intangible assets. Prerequisite: BUSI 232

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: Sophomore standing.

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 375. Accounting Seminar (3:3:0)
An introduction to professional issues of accounting practice emphasizing the skills necessary to communicate, both orally and in writing, with diverse audiences in a variety of professional settings.

BUSI 376. Cost Accounting (3:3:0)
The course explores the methods of recording, analyzing, and reporting a company's detailed expenses to inform internal management decisions regarding production efficiency and cost control, covering topics like job order costing, process costing, standard costing, variance analysis, and cost-volume-profit analysis, with a focus on applying cost data for effective business planning and decision making. 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 and MATH 133.

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: Sophomore standing.

BUSI 379. Special Topic (3:3:0)
Designed for students majoring in business administration. May be repeated for credit when topics change.

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, supply chains, quality, scheduling and job design. Prerequisites: BUSI 373.

BUSI 433. Accounting Ethics (3:3:0)
The study of ethical theory and its application to business decisions, ethical issues in accounting, codes of ethical conduct and ethical decision making. This course satisfies the requirements of the Texas State Board of Public Accountancy for the CPA license.

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 either 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)
A study of the theory of auditing, including overall auditor responsibilities, the audit process, reporting requirements and ethical responsibilities. Prerequisite: BUSI 334 and BUSI 332.

BUSI 480. Accounting for Government & 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 nonprofit organizations. Prerequisite: BUSI 334.

BUSI 481. Marketing Analytics (3:3:0)
This course introduces students to the process of leveraging data to inform marketing decisions. Students will learn to gather, process, and analyze consumer and market data using various analytical tools and techniques. Topics include market segmentation, targeting, pricing strategies, advertising effectiveness, and customer insights. The course emphasizes hands-on experience with data analysis methods such as conjoint analysis, regression analysis, and cluster analysis. By the end of the course, students will be equipped to apply data-driven insights to real-world marketing challenges and develop strategies for optimizing marketing performance.

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)
Principles and methodologies of detecting and deterring fraud using accounting, auditing and investigative skills. Prerequisite: BUSI 232 or 235.

BUSI 486. 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: Junior standing.

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 494. Logistics and Supply Chain Management (3:3:0)
A study of supply chain fundamentals such as logistics, supply/supplier management, resource planning, inventory management and process management. Special attention is given to international logistics. Prerequisite: BUSI 373.

BUSI 498. Accounting Research (3:3:0)
A study of accounting pronouncements and current issues in financial accounting including the Accounting Standards Codification, 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 research memos integrating multiple sources of accounting information. This course is writing intensive and is a capstone for the accounting major.

BUSI 499. Business Strategy Capstone(3:3:0)
A simulation course in strategy formulation and execution that integrates knowledge in accounting, economics, finance, marketing and management. Identifying and solving strategy problems through analysis of company operations. Designed as a capstone course. Prerequisite: Senior standing and successful completion of BUSI 337, 338, 373, and 377. Note: This capstone course may not be transferred in from another institution.

BUSINESS ADMINISTRATION (MBA)

The Master of Business Administration (MBA) program equips students to become innovative and strategic leaders in business through the integration of theory to real-world challenges encountered in today's dynamic business environment. In this asynchronous online program, students are challenged to gain the knowledge and tools needed to lead for-profit and non-profit organizations as they collaborate with faculty and their fellow students to engage in problem solving and strategic planning. This program is intended for students looking to jumpstart their careers or to pivot toward leadership positions of greater responsibility and opportunity. In addition to the seven core classes listed below, students can select their desired emphasis track in either Management or Business Analytics. Each track consists of three courses. All MBA courses are three credit hours and eight weeks in length. Students can complete their MBA in as little as twelve months by taking two courses at a time, or in two years taking one course at a time.

Admission to the MBA Degree Program

An applicant's file will be reviewed by the MBA admissions committee to determine suitability for the MBA degree program. Criteria for admission include the following.

1. Bachelor's degree with an overall GPA of 3.0 in undergraduate coursework.
   a. If you do not have an overall undergraduate GPA of 3.0 or higher then you must have at least 5 years of work experience.
   b. If you do not have an overall undergraduate GPA of 3.0 or higher or at least 5 years of work experience then you must submit a GRE score of at least 283 or GMAT score of at least 420 to be considered for admission.
2. Official transcripts from all institutions attended
3. Resume or curriculum vitae
4. Personal Statement explaining the applicant's motivation to pursue TLU's MBA.
5. At least one letter of recommendation.

Note: a maximum of six graduate credit hours may be transferred from other accredited universities (SACSCOC or the equivalent) with approval from the program director.

MBA Prerequisite Courses

Applicants to the MBA degree program must have successfully completed the following undergraduate coursework, or their equivalents: BUSI 231 Accounting I, BUSI 337 Principles of Marketing, BUSI 373 Principles of Management, BUSI 377 Principles of Finance, STAT 374 Statistics or MATH 136 Business Calculus.

MBA Program Requirements (30 hours)

I. Core Requirements (15 hours)

- BUSM 531 Management & the Modern Manager
- BUSM 532 Business Statistics & Analytics
- BUSM 534 Managerial Accounting
- BUSM 536 Marketing Management
- BUSM 571 Global Environment of Business

II. Capstone (3 hours)

- BUSM 599 Business Strategy Capstone

III. Concentration (select one 12-hour concentration from the following)

Artificial Intelligence* (12 hours)

- BUSM 551A Generative AI for Managers
- BUSM 552A Business Use Cases for AI
- BUSM 553A AI Governance & Ethics
- BUSM 554A Managing AI Projects

Cyber Security* (12 hours)

- BUSM 561C Info Governance, Risk Mgmt, & Compliance
- BUSM 562C Network Architecture for Cyber Managers
- BUSM 563C Cyber Risk Management & Strategy
- BUSM 564C Executive Cyber Defense

Business Analytics (12 hours)

- BUSA 531 Fundamentals of Bus Analytics
- BUSA 533 Visualization & Communication
- BUSA 534 Predictive Analytics
- BUSA 535 Prescriptive Analytics & Operations

Finance* (12 hours)

- BUSM 581F Managerial Finance
- BUSM 582F Capital Markets and Investing
- BUSM 583F Financial Statements Analysis & Valuation
- BUSM 584F Frontiers of Finance

Healthcare Administration* (12 hours)

- BUSM 591H Structure & Econ of the US Healthcare System
- BUSM 592H Management of Healthcare Organizations
- BUSM 593H Data Analysis for Healthcare Management
- BUSM 594H Healthcare Finance

***** This concentration is offered online through a consortium of accredited colleges and universities. All courses within the concentration are delivered by faculty employed by partner institutions in the consortium with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Texas Lutheran University. Students register through Texas Lutheran University and receive credit from Texas Lutheran University.

Academic Probation & Dismissal

MBA students must maintain a graduate GPA of at least 3.0. No graduate course in which a grade below a 'C' is earned may be applied toward the completion of the MBA degree plan.

If a student's cumulative graduate GPA falls below 3.0 or if the student has a grade of 'D' or 'F' in any graduate class, the student will be placed on academic probation. If, during the probationary semester, the student's cumulative graduate GPA is raised to at least 3.0, without a 'D' or 'F' in any graduate class, the student may be removed from academic probation. If, at the conclusion of the probationary semester, the student fails to achieve a cumulative graduate GPA of at least 3.0, the student will be dismissed from the program.

Students dismissed from the MBA program may appeal the dismissal to the MBA Program Director and the Admissions Committee whose decision is final. The written statement of appeal should detail reasons why circumstances of the case warrant special consideration. If the appeal is denied, one semester must elapse before the student may apply for readmission.

Requirements to Register for MBA Courses

To register for any MBA course, students must be accepted into the MBA degree program and must satisfy the prerequisites specified in the course descriptions. BUSM 599 Business Strategy Capstone is designed to be taken in the student's final semester of the MBA degree plan.

MBA COURSES:

BUSM 510-520-530. Independent Study in Business Analytics (X:X:X)
Independent study by students majoring in business analytics. Departmental approval required. Prerequisite: Admission to graduate program.

BUSM 531. Management and the Modern Manager (3:3:0)
This course examines the theory and practice of management and leadership in emerging organizational settings which include virtual and distance environments. Traditional and modern theories of management, as well as practical application of these theories in the workplace, are explored. The course assists students to examine his/her leadership style and develop a plan to improve their skills in desired areas and environments. Additionally, the course introduces students to the technology necessary to deal with virtual teams and team members. Prerequisite: This course must be taken in the MBA student's first semester.

BUSM 532. Business Statistics & Analytics (3:3:0)
This course explores and explains the fundamentals of managerial statistical tools in descriptive and predictive analytics to aid management decision making. The course will introduce a range of data-driven disciplines to help managers make better, faster business decisions. This course will expose students to data management and business analytics principles and the tools necessary to apply them. Students will be introduced to computer software packages used in data analytics. Prerequisite: Admission to the MBA program.

BUSM 533. Legal and Ethical Issues for Managers (3:3:0)
Examines the legal environment and ethical issues that impact leadership development and organizational success. Students will explore legal and regulatory environmental variables and their impact on management, decision making, and strategy formulation within the firm. This course also emphasizes both the philosophical foundations of ethical conduct and common challenges encountered by managers.

BUSM 534. Managerial Accounting (3:3:0)
This course will examine managerial accounting concepts and procedures for internal reporting applied to the decision-making activities of professional managers. MBA accounting aims to teach future business leaders rather than to educate accountants, therefore this course puts more emphasis on how accounting information impacts decision-makers and less emphasis on information production. This course will provide students with an accounting toolkit and analytical skills, including data analytics, that guide them in making the complicated decisions they will face as future business leaders.

BUSM 535. Managerial Finance (3:3:0)
The focus of this course is on valuation and value creation. It consists of two inter-related components: financial statements and asset valuation. It starts with a general discussion of the financial environment. It continues with the study of financial statements and a comprehensive ratio analysis of financial statements. Further, it discusses the determination of interest rates, the relationship between risk and return, and the discounted cash flow method of asset

valuation, which is then applied to the valuation of financial assets (stocks and bonds) and the valuation of real assets (capital budgeting).

BUSM 536. Marketing Management (3:3:0)
This course will introduce students to the organizational philosophy and set of guiding principles for interfacing with customers, competitors, collaborates, and the environment that is marketing. This course will help students develop and implement marketing strategies and understand how they underpin overall managerial operations. Students will develop a clear understanding of the basic concepts of marketing management and further understand how to make strategic marketing decisions by learning to identify the competitive advantages that result from business analytics.

BUSM 551A. Generative AI for Managers* (3:3:0)
Generative AI (GenAI) is ushering in a new age of productivity in business. Managers who ineffectively adopt it risk being outpaced by forward-thinking competitors. This course equips students to drive impact in any industry using GenAI tools. You' ll learn to engineer effective prompts, integrate AI into workflows, and develop innovative GenAI solutions, as well as explore ethical considerations and future trends.

BUSM 552A. Business Use Cases for AI* (3:3:0)
Just like you wouldn't use a financial model to drive a marketing campaign, different business use cases require different AI tools. In this course, students will explore the potential and limitations of AI technologies, learning to identify business problems suitable for AI solutions and build effective AI implementation strategies. By the end of this course, students will address key challenges and solutions in AI implementation.

BUSM 553A. AI Governance & Ethics* (3:3:0)
Alongside powerful data-driven solutions, AI opens a Pandora's box of ethical issues: data privacy, bias, transparency, and balancing automation with human oversight. AI governance may be the biggest ethical issue of our time, something essential for any manager to understand before implementing this new technology. Students will develop AI policies for ethics and compliance, mitigate AI-related risks, and communicate governance standards to stakeholders.

BUSM 554A. Managing AI projects* (3:3:0)
AI project can help predict trends and optimizes operations, allowing businesses to understand not just what has happened but what will happen and what should be done about it. By the end of this course, students will be prepared to drive financial and operational impact by managing AI project lifecycles: developing comprehensive project plans, managing data and models, ensuring effective deployment, and communicating progress and outcomes to stakeholders.

BUSM 561C. Information Governance, Rick Mgmt, Compliance* (3:3:0)
Companies storing information are responsible for keeping it safe—and face consequences if they don't. Who's at fault after an attack and who must be informed? This course covers corporate governance principles, risk identification methods, business regulations, accountability, and audits. In a data-driven world, business leaders must handle data responsibly, and by the end of this course, you'll learn how to manage the growing legal obligations around cybersecurity.

BUSM 562C. Network Architectures for Cyber Managers* (3:3:0)
In order to ensure a house is safe, we need to know how it's built. It's the same for cybersecurity: to ensure systems are secure, we need to understand their design and the unique security challenges of different network architectures and data storage solutions. By the end of this course, you'll be able to critique security for various network designs, including IT and OT systems, cloud environments, data storage, and IoT networks, in terms of cyber risk.

BUSM 563C. Cyber Rick Management and Strategy* (3:3:0)
Cyberattacks today are inevitable—but the extent of the damage may rely on how much you, as the manager, are prepared. By the end of this course, you'll know how to create risk management strategies before, during, and after cyberattacks, developing incident response plans, understanding frameworks like NIST and MITRE ATT&CK, identifying proactive and reactive protection techniques, and debriefing with 'hotwashes.'

BUSM 564C. Executive Cyber Defense* (3:3:0)
To defend against hackers, you need to think like a hacker. This course covers the fundamentals of ethical hacking, from Linux commands and open-source tools to attack tree construction and vulnerability research. By the end of the course, you'll be able to use what you've learned to analyze, interpret, and communicate penetration tests and security strategies to executives.

BUSM 571. Global Environment of Business (3:3:0)
This course will investigate international business regulation (EU, WTO, Foreign Corrupt Practices Act and similar; antitrust, fair competition law); types of cross-border for-profit entities; types of governments and their various relationships to business; effects of cultural differences on cross-cultural management structures and expectations; cross-cultural communication; cross-cultural conflict management; ethical problems arising out of cultural and legal differences, and out of environmental considerations.

BUSM 572. Predictive & Operations Analytics (3:3:0)
This course is designed to equip students and professionals with the essential skills and knowledge required to analyze and leverage data for improved operations management. This course will provide students with a comprehensive understanding of predictive and operations analytics, techniques, tools, and best practices that can be applied across various industries.

BUSM 573. Decision Making & Change Management (3:3:0)
This course equips managers to create a culture of innovation, providing a framework for understanding how to lead people to transform business and drive change using data driven decision making. Using case studies, students will identify and analyze different types of decisions and change scenarios in business contexts while applying appropriate decision-making models and techniques to make informed and effective choices. Included is the process of diagnosis of under-performance, resistance to change, forecasting, managing change, communication strategies and sustaining change.

BUSM 581F. Managerial Finance* (3:3:0)
All businesses need to take risks, but managerial finance experts do so without risking it all. This course focuses on present value analysis, capital markets and budgeting, and corporate capital structure. You'll learn to assess company value, understand debt vs. equity financing, and forecast financial performance while gaining skills in budget management and decision-making that allow you to drive value creation in every aspect of the corporate world.

BUSM 582F. Capital Markets and Investing* (3:3:0)
Investing involves risk—but this course teaches you how to manage that risk and make the right decisions to build and protect your wealth. What portfolio decisions are safer? How can companies thrive by balancing debt and equity? How can options mitigate risk? By the end, you'll have the financial acumen to make informed investment decisions, optimize portfolio performance, and master strategies for risk management, capital allocation, and sustainable financial growth.

BUSM 583F. Financial Statement Analysis and Valuation* (3:3:0)

Financial statements are a gold mine that, when analyzed correctly, can reveal a company's financial health and potential for future profitability. And valuing a company is a critical skill in finance that both influences investment decisions and drives financial success. Through financial statement analysis, financial ratio analysis, risk assessment, pro forma financial statements, and advanced valuation techniques like DCF and comparable company analysis, students will gain the quantitative expertise to make informed investment decisions.

BUSM 584F. Frontiers of Finance* (3:3:0)
Finance isn't a static field, and understanding disruptors like blockchain and cryptocurrency allows you to capitalize on opportunities that are revolutionizing financial operations. Students will describe and evaluate blockchain, analyze cryptocurrencies, and assess decentralized finance (DeFi) platforms. By course end, students will be ready to explore blockchain and crypto career opportunities and lead discussions on these cutting-edge technologies.

BUSM 591H. Structure and Economics of the US Healthcare System* (3:3:0)
Healthcare systems are complicated structures beholden economically and legally to many different stakeholders and policies. When those factors change, they have consequences. Aspiring managers must be able to make informed decisions about what to do in the face of change. By the end of this course, aspiring healthcare system managers will be prepared to analyze the economic impact of policy changes on their institutions and tackle challenges such as hospital mergers, new payment models, regulated drug prices, and Medicaid insurance bids.

BUSM 592H. Management of Healthcare Organizations* (3:3:0)
Should a hospital focus on pediatrics or heart surgery? How can clinics build and retain a strong workforce? What is the best strategy for negotiating with insurance companies? This course focuses on the management principles and practices that create successful healthcare organizations. Students will learn to navigate key management challenges, apply strategic analysis frameworks, and manage healthcare workforce and IT systems—all with an emphasis on ethical leadership, collaboration, and quality assurance.

BUSM 593H. Data Analysis for Healthcare Management* (3:3:0)
Healthcare managers that can leverage data analysis make more informed decisions that lead to better outcomes. Data in a healthcare context brings solutions, but also unique challenges that managers must navigate to harness its potential. In this course, students will explore effective management and integration of data-driven decisions in healthcare. By the end, students will be able to strategize and communicate data insights to drive ethical impact in healthcare systems.

BUSM 594H. Healthcare Finance* (3:3:0)
In health services organizations, bad financial management can cost more than money—it can cost lives, making financial acumen crucial for quality patient care. This course covers financial statement analysis, cost accounting, capital budgeting, and financial modeling, equipping future managers to make informed decisions around challenges such as evaluating insurance designs, assessing service line impacts, and analyzing new drug costs.

BUSM 599. Business Strategy Capstone (3:3:0)
A final capstone project focusing on the formulation of strategy and policy within an organization emphasizing the integration of decisions in functional areas.

* This course is offered online through a consortium of accredited colleges and universities. All consortium courses are delivered by faculty employed by partner institutions in the consortium with technology and administrative support provided by Rize Education. Oversight of courses offered through the consortium are reviewed and approved by Texas

Lutheran University. Students register through Texas Lutheran University and receive credit from Texas Lutheran University

BUSINESS ANALYTICS

The Texas Lutheran University Master of Science in Business Analytics (MSBA) program provides students with expertise in descriptive, predictive, and prescriptive analytics and delivers the ability to turn data into decisions that are crucial in our fast-paced world filled with data. Our program is designed with the working professional in mind and consists of 30 hours (18 core, 9 electives, 3 capstone) that are delivered 100% online. TLU undergraduates can also pursue this degree as part of a concurrent BA/MS program and complete both a bachelor's and master's degree in 5 years

Admission to MSBA Program

Applicants who already hold a bachelor's degree from an accredited university (SACSCOC or the equivalent) may apply for admission to the MSBA degree program. The MSBA admissions committee will consider strong academic performance throughout the applicant's undergraduate degree programs, as well as other application materials.

Direct application for admission to the MSBA degree program is made to the Office of Admissions. Materials to complete one's application file include:

1. TLU application completed at apply.tlu.edu.
2. Official transcripts from all colleges and universities attended
3. Letter providing additional information to be considered by the admissions committee (optional)

Satisfactory GMAT scores taken within the last five years and recommendation letters may be requested at the discretion of the admissions committee.

Note: a maximum of six graduate credit hours may be transferred from other accredited universities (SACSCOC or the equivalent).

MSBA Prerequisite Courses

Applicants to the MSBA degree program must have successfully completed the following undergraduate coursework, or their equivalents: ISYS 231 Introduction to Information Systems and STAT 374 Statistics.

Concurrent Admission to the MSBA Degree Program

An applicant's file will be reviewed by the MSBA admissions committee to determine suitability for the program. Criteria for admission include the following.

1. Completion of a minimum of 70 undergraduate credit hours.
2. Have a minimum cumulative GPA of 3.000 across all undergraduate

curriculum
3. Have a minimum cumulative GPA of 3.00 across MSBA prerequisite courses (see below)
4. Attainment of a 'B' or better in STAT 374

Application for admission to the concurrent MSBA program is made to the Office of Admissions. Materials needed to complete the application include:

1. A concurrent graduate student application provided by the Office of Admissions.
2. Official transcripts from all colleges and universities attended NOT listed on the TLU transcript.
3. Letter providing additional information to be considered by the admissions committee (optional).

MSBA Program Requirements (30 hours)

Core Requirements (18 hours)

- BUSA 531 Fundamentals of Business Analytics
- BUSA 532 Statistics & Business Analytics
- BUSA 533 Visualization & Communication
- BUSA 534 Predictive Analytics
- BUSA 535 Prescriptive Analytics & Optimization
- BUSA 536 Data Technology for Business Analytics

Electives (9 hours)

Select nine hours from the following:

- BUSA 571 Human Resources Analytics
- BUSA 572 Operations Research
- BUSA 573 Econometric Analysis
- BUSA 574 Marketing Analytics
- BUSA 575 Financial Analytics
- BUSA 576 Advanced SQL & Data Warehousing
- BUSA 579 Special Topics

Capstone (3 hours)

- BUSA 599 Capstone

Academic Probation & Dismissal

MSBA students must maintain a graduate GPA of at least 3.0. No graduate course in which a grade below a 'C' is earned may be applied toward the completion of the MSBA degree plan.

If a student's cumulative graduate GPA falls below 3.0 or if the student has a grade of 'D' or 'F' in any graduate class, the student will be placed on academic probation. If, during the probationary semester, the student's cumulative graduate GPA is raised to at least 3.0, without a 'D' or 'F' in any graduate class, the student may be removed

from academic probation. If, at the conclusion of the probationary semester, the student fails to achieve a cumulative graduate GPA of at least 3.0, the student will be dismissed from the program.

A student dismissed from the MSBA degree program may submit a written appeal detailing why circumstances of the case warrant special consideration. This appeal goes to the MSBA admissions committee, whose decision is final. If the appeal is denied, one semester must elapse before the student may reapply to the MSBA degree program.

Readmission

Readmission, occurring under the current catalog, is not guaranteed and will be reviewed on a case-by-case basis by the MSBA admissions committee.

Requirements to Register for MSBA Courses

To register for any MSBA course, students must be accepted into the MSBA degree program and must satisfy the prerequisites specified in the course descriptions. BUSA 599 Capstone is designed to be taken in the student's final semester of the MSBA degree plan.

BUSINESS ANALYTICS COURSES:

BUSA 510-520-530. Independent Study in Business Analytics (X:X:X)
Independent study by students majoring in business analytics. Departmental approval required. Prerequisite: Admission to graduate program.

BUSA 531. Programming for Business Analytics (3:3:0)
This course is designed to introduce the fundamentals of programming for business analytics using two of the more powerful languages for data management, visualization, and predictive modeling. In this course the student will learn about the basics of these programming languages and they will have the confidence to write their own scripts. Prerequisite: Admission to the MSBA program.

BUSA 532. Statistics & Programming for Business Analytics (3:3:0)
This course explores and explains the fundamentals of statistical analysis to aid management decision making. This course will introduce a range of data-driven disciplines to help managers make better, faster business decisions. Students in this course will be exposed to rudiments of data management and data analysis, and the statistics necessary to use the tools.

BUSA 533. Visualization and Communication (3:3:0)
Students will finish this course with the ability to create accurate and effective data visualizations using a variety of tools, ranging from spreadsheets to vector graphics to interactive software applications. They will learn how to use those visualizations in professional communication applications, including electronic, oral and written tasks and/or presentations. Students will learn how to create and use visualizations to support messaging and decision making, with special attention given to the interlocking problematics of accuracy, ethics, design, rhetoric and usability. Prerequisite: Admission to the MSBA program.

BUSA 534. Predictive Analytics (3:3:0)

This course will explore data mining techniques used in business for efficient data retrieval and process. Students will learn to identify and discern the correct predictive analytic techniques for diverse business problems and will be exposed to analytics software packages. Prerequisite: BUSA 531.

BUSA 535. Prescriptive Analytics & Optimization (3:3:0)
This course will introduce students to the fundamentals of prescriptive modeling, with principles of a sound decision-making process that can be applied to any situation, fundamentals of optimization theory, including solutions to several classic problems in operations research, and gain exposure to optimization tools.

BUSA 536. Data Technology for Business Analytics (3:3:0)
This course covers current concepts in database theory and uses, with a focus on the design, implementation, and utilization of data technologies. The main topics of the course include SQL and how to transform and combine data with other relevant information and load it into targeted systems.

BUSA 571. Human Resource Analytics (3:3:0)
The course is an introductory analytics course in the principles of planning, directing, and controlling people functions in an organization. Emphasis is on the effective implementation of a comprehensive human resources program, including the recruitment, development, evaluation, and motivation of employees. The curriculum is designed to provide a basic understanding as well as appreciation of the importance of human resource management in today's competitive business environment, as well as the HR information students will need to be effective managers in either a large or small company setting. Prominence is devoted to the human resource management activities and decisions facing managers throughout the organization as well as the duties and responsibilities of human resource professionals. The course will also examine the impact of human resource management practices and decisions on both organizational and individual performance.

BUSA 572. Operations Research (3:3:0)
Students learn mathematical techniques to determine the optimal course of action for decision problems with constraints. The course material considers the use of data in building models for prescriptive analytics. Topics may include linear programming, sensitivity analysis, network flows, and discrete optimization models.

BUSA 573. Econometric Analysis (3:3:0)
An introduction to econometrics, an application of mathematics and statistics to interpret economic phenomena. The underlying theory of regression and the practical application of these techniques to data sets. Understanding and diagnosing common statistical problems encountered during estimation. Introduction to causal inference.

BUSA 574. Marketing Analytics (3:3:0)
An overview of the marketing research process from a methodological perspective. Topics: Research design, data collection procedures, sampling, and data analysis.

BUSA 575. Financial Analytics (3:3:0)
Review of financial and statistical methods using both theoretical and practical approaches to give a thorough understanding of financial methods used by practitioners in today's world of finance.

BUSA 576. Advanced SQL & Data Warehousing (3:3:0)
This course covers current concepts in database theory and use, with focus on design, implementation, and utilization of data technologies. Main topics of the course include advance

SQL, data warehousing concepts, dimensional modeling (star schemas), data warehouse/data mart modeling approaches, the ETL process, and OLAP/BI functionalities.

BUSA 599: Capstone (3:3:0)
This course provides an opportunity to bring together all material learned throughout the program and synthesize it through an applied consulting project and/or an internship.

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 Business of the Arts: Visual Arts major, plus 18 hours including ECON 237, BUSI 231 or 235, BUSI 337, BUSI 373, BUSI 374, and a 3-hour business elective.

BUSINESS METHODS FOR HISTORIANS

The minor in business methods for historians is designed for history majors 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 Business Methods for Historians: History major, plus 18 hours, including ECON 237, BUSI 231 or 235, BUSI 337, BUSI 373, BUSI 374, 3 hour business elective; also includes a project in the student's area of interest in history.

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 231 or 235, 337, 373, 374, and 3 hour business elective. In addition, students must complete

16 hours of major-level coursework from one of the following disciplines: biology, chemistry or physics.

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 are prepared to contribute to scientific advancement.

The goals of the department are the following:

1. To prepare students with a set of competencies (below) that are identified as essential for students that desire to enter professional work in chemistry at the bachelor's level or who wish to pursue post-graduate work for advanced degrees in chemistry.
    a. Scientific literacy
    b. Problem solving
    c. Quantitative reasoning
    d. Effective communication of scientific information
    e. Laboratory research skills
2. 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.
3. To provide a broad base knowledge in the discipline of chemistry as well as build a base of scientific literacy for students majoring in areas other than the natural sciences.

Major in Chemistry (B.A.): 39 semester hours, including 29 hours of foundational courses: CHEM 143, 144, 248, 332, 341, 344, 434, 438; 10 hours chosen from the following in-depth courses: CHEM 122, 249, 342, 345, 379, 414, 435, 436, 437.

Supporting courses (B.A.): 25 semester hours, including 8 hours of physics, MATH 241; and 13 hours (9 hours 200-level or above, not to include MATH 375-376) from the natural sciences (other than chemistry) or mathematics.

Major in Chemistry (B.S.): 47 semester hours, including 29 hours of foundational classes: CHEM 143, 144, 248, 332, 341, 344, 434, 438; 15 hours from the following in-depth courses: CHEM 122, 249, 342, 345, 379, 414, 435, 436, 437; 3 hours chosen from CHEM 310/320/330 or 410/420/430.

Supporting courses (B.S.): 28 semester hours, including 8 hours of physics; MATH 241, MATH 242; and 12 semester hours (9 hours 200-level or above, not to include MATH 375-376) from mathematics, physics, computer science, PHIL 232, STAT 374, BIOL 245, BIOL 246, BIOL 414, BIOL 431, either BIOL 432 or BIOL 433.

Major in Chemistry (B.S.) (Grades 7-12 Physical Science Specialization):
Chemistry Coursework (35hours): CHEM 143, 144, 248, 332, 341, 344, 411, 412, 434; 7 hours from CHEM 249, 342, 345, 414, 435, 437, 310-330, 410-430

Education & Reading Coursework (30 hours): EDUC 111, 272, 331, 373, 374 or 375, 421, 431, 438, 460, READ 436

Supporting Coursework (44 hours): COMM 374, ENGL 2XX (lit), HIST 131, MATH 241, MATH 242, PHYS 240, PHYS 241, PHYS 334, UD PHYS Elective (w/lab), POLS 231, PSYC 236, two SPAN electives

Minor in Chemistry:
Complete 22-24 semester hours including: CHEM 143, 144, 248, 249, and two upper-division electives.

Minor in Environmental Chemistry:
Complete 19 semester hours including: CHEM 143, 144, 341, 342, 436.

The Chemistry Department also strongly supports the Business of Science minor.

CHEMISTRY COURSES:

CHEM 122. Introduction to Research Methods (2:2:0)
The purpose of this class is to introduce students to research methods used in chemistry and other physical sciences. It will be an overview of important lab skills including documentation of lab work, significant figures, error analysis, use of spreadsheet software as well as an introduction to use, cleaning, calibration and maintenance of scientific equipment.

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.

CHEM 144. General Chemistry II (4:3:3)
An introduction to the chemistry of gases, chemical kinetics, chemical equilibrium, acid-based chemistry and redox-chemistry. Prerequisite: CHEM 143.

CHEM 147. Principles of Chemistry (4:3:3)
An introductory course designed for allied health sciences, pre-nursing students, and other non-science majors. The course will cover principles of atomic structure, periodicity, chemical bonding, molecular structure, stoichiometry, state of matter, thermodynamics, acids and bases, concentration, kinetics, and nuclear chemistry. Fundamentals of organic nomenclature and a survey of basic physical and biological properties will also be reviewed.

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: 3 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. Organic Chemistry I (4:3:4.5)
An introduction to the concepts of organic chemistry including organic functional groups, reactions, synthesis and mechanisms. Prerequisite: CHEM 143 and either CHEM 144 or CHEM 341.

CHEM 249. Organic Chemistry II (4:3:4.5)
Building on the foundations of CHEM 248, this course examines spectroscopy, synthesis, reactions and mechanisms, and uses these topics in solving complex problems. Prerequisite: a grade of C or better in CHEM 248 or permission of the instructor.

CHEM 332. Intermediate Inorganic Chemistry (3:3:0)
A study of advanced concepts of inorganic chemistry including periodic properties of the elements, nature of the chemical bond, theories of acids and bases, redox chemistry, molecular symmetry, transition metal complexes, organometallic and bioinorganic chemistry. Prerequisite: 16 hours of chemistry.

CHEM 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 Schrödinger equation including 1-D potentials, central potentials, the hydrogen atom, angular momentum and spin. Also offered as PHYS 335. Prerequisites: PHYS 334 or CHEM 345, and MATH 343.

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 and CHEM 144.

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 248 and 341.

CHEM 344. Physical Chemistry I (4:3:4)
Study of classical thermodynamics and kinetics including applications to gases, lipids, solutions and phase equilibria, ionic equilibrium and electrochemistry. Prerequisite: CHEM 341, MATH 241, PHYS 141 or PHYS 240.

CHEM 345. Physical Chemistry II (4:3:4)
Study of the fundamentals of quantum mechanics, chemical bonding, spectroscopy, photochemistry and statistical mechanics. Prerequisite: CHEM 344.

CHEM 377. STEM by Inquiry Instructional Strategies. (3:3:0)
This course is required for students pursuing certification in secondary education in science or mathematics. The course introduces science content, science education theory, and research and pedagogical strategies for the 7-12 STEM classroom. Students will learn content-relative, discipline-specific, best practice for success in the secondary STEM classroom. Prerequisites: Admission to the Educator Preparation Program and EDUC 332.

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. Consult advisor before registering. Prerequisite: 16 hours of chemistry.

CHEM 414. Physiology/Biochemistry Laboratory (1:0:3)
Laboratory course in modern biochemical and physiological techniques with an emphasis on experimental design, manipulations and data analysis. Focuses on the purification and detection of proteins. Also offered as BIOL 414. Prerequisite: BIOL 242, MATH 148, CHEM 248; BIOL/CHEM 434 and /or BIOL/CHEM 437 should be taken in advance or concurrently.

CHEM 434. Biochemical Principles (3:3:0)
Study of the chemical principles behind biological systems, to include properties and types of bonds, basic chemicals of life, kinetics and thermodynamics as they relate to biological reactions, enzymes and their properties. Also offered as BIOL 434. Prerequisites: CHEM 248 and BIOL 242.

CHEM 435. Medicinal Chemistry (3:3:0)
An examination of the process of drug discovery and development. Topics will include process development of new compounds, metabolism of compounds, and a wide- array of different medicinal compounds, such as chemotherapy agents, anesthetics, vasodilators and analgesics. Prerequisite: CHEM 248. Recommended: Passing grade in CHEM 249.

CHEM 436. Environmental Chemistry (3:3:0)
A multidisciplinary investigation of the chemical interactions between the atmosphere, hydrosphere, biosphere and lithosphere with discussion of critical environmental elemental cycles such as C, N, P etc. Other special topics such as acid rain, radiochemistry, marine chemistry and pollution of air and water will be discussed. Prerequisite: CHEM 143 and 144.

CHEM 437. Metabolic Biochemistry (3:3:0)
Study of the pathways of carbohydrate, lipid, and amino acid metabolism, including the regulation of enzymes involved in those pathways. Also offered as BIOL 437. Prerequisites: BIOL 242 and CHEM 248.

CHEM 438. Chemistry Capstone (3:3:0)
Chemistry majors will learn to use career development tools, prepare written papers such as literature reviews and scientific research proposals, and they will make an oral presentation in the style of those given at scientific conferences. This course will include guest lectures and preparation for students' future careers and post-graduate educations. Prerequisite: Senior standing or consent of the instructor.

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: 36 semester hours, including COMM 231, 271, 274; 332, 336, 339, 378, 434; 6 hours from COMM 235, 236, 237, 273; 6 hours from COMM 373, 377, 379, 439

Supporting courses: 9 semester hours including ENGL 371 or 374; 3-hour ENGL elective at the 200- or 300-level; 3-hour ENGL elective at the 300-level.

Minor in Communication Studies: 18 semester hours, including COMM 231; 6 hours of additional 200-level COMM courses; 9 hours of additional 300-level COMM courses.

COMMUNICATION COURSES:

COMM 231. Introduction to Communication & Culture (3:3:0)
This course introduces students to a variety of theories and methodologies useful for understanding culture through the study of communication. Theory will be applied in analysis of a range of spoken, written and visual media (such as news, politics, film, social media conversations and memes, everyday speech and practices, etc.

COMM 235. Introduction to Journalism (3:3:0)
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 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 237. College Violence (3:3:0)
This course will focus on college violence as social practice. We will explore theory to help us understand how violence is produced and practiced as well as what we can do to prevent, intervene, and respond to college violence. This course will address real cases and engage with the community as we work to address college violence. This course meets the general education civic engagement competency.

COMM 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, field notes, 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 and its effects. Students will learn and apply methods of textual, genre, institutional, cultural, and audience analysis.

COMM 274. Rhetoric (3:3:0)
An introduction to the critical analysis of persuasion. Students will learn and apply methods of textual, visual, narrative, argumentative, ideological, historical and social movement analysis.

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 (3:3:0)
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 336. Negotiation & Facilitation (3:3:0)
This course provides a practice-based investigation of communication and leadership in real world settings. Specifically, the course will focus on negotiation and conflict, group facilitation, and the training and development of team members.

COMM 338. Legal & Ethical Issues in Communication (3:3:0)
Topics include exploration of First Amendment doctrines and issues of free expression, problems of social justice, ethical and legal issues facing professional communicators, case studies in interpersonal, group, institutional, mediated, public and international communication. Theories of ethics will be introduced and critically applied.

COMM 339. Social Media & Society (3:3:0)
This course provides an exploration of social media technologies and their use. Students will place this communication behavior in a context of available research from the fields of communication, psychology, sociology, political science, public relations, education, ethics and marketing. The course will combine hands-on work with technologies, qualitative research methods, reading, and critical discussion of the implications for society of new technologies for communication.

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. The course will focus on a different genre of film each time it is offered. Past examples are film noir, vampire films, the romantic comedy and films directed by women.

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 377. Gender (3:3:0)
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 378. Advanced Professional Speaking (3:3:0)
An intensive seminar and practicum in presentational speaking and facilitation. The presentation of arguments based on multi-methodological data in a variety of professional contexts is emphasized as the integration of speaking with social media. Prerequisite: (2) 200-level ENGL or COMM courses.

COMM 379. 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.

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 or 374.

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 TLU 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 TLU'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.

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. Computer science majors cannot major or minor in information systems.

Major in Computer Science (B.A.): 29 semester hours including CSCI 248, 249, 332, 335, 337, 434, and 437, 6 additional hours in computer science (3 hours upper-division).

Major in Computer Science (B.S.): 38 semester hours including CSCI 248, 249, 332, 335, 337, 434, and 437, 15 additional hours in computer science (12 hours upper-division).

Supporting courses for both B.A. and B.S.: 24 semester hours including MATH 136 or 241, MATH 233, STAT 374, STAT 375, COMM 374, and 9 additional semester hours selected from MATH 148 or higher, upper-division ISYS, BUSI 231 or 235, BUSI 338, BUSI 373, BUSI 378. Note: Students can satisfy the math minor through careful choices in supporting coursework.

Minor in Computer Science: 20 hours including CSCI 248, CSCI 249, 12 additional hours in computer science (9 hours upper-division).

COMPUTER SCIENCE COURSES:

CSCI 133. Programming Fundamentals (3:3:0)
This course forms the foundation for all programming disciplines. It covers basic concepts such as data types, control structures (like loops and conditional statements), algorithms, and the logic behind constructing programs. This course also introduces best practices in code writing, testing, and debugging.

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.

CSCI 248. Object-Oriented Programming (4:3:3)
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 249. Object-Oriented Design and Methodology (4:3:3)
As a sequel to CSCI 248, 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 and simple data structures. Prerequisite: CSCI 248.

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 136 or CSCI 248.

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 136 or CSCI 248.

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 248.

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, hash tables and graphs with an emphasis on algorithms. The last part of the course covers other key algorithms in computer science. Prerequisite: CSCI 249.

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 linear and nonlinear equations and eigenvalue problems. 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 Bash shell, Perl and C. Prerequisite: CSCI 136 or CSCI 248.

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

Surveys current technologies in web programming and applications. Prerequisite: CSCI 136 or CSCI 248.

CSCI 372. Computer Graphics (3:3:0)
Surveys fundamental topics in computer graphics. Prerequisite: CSCI 249.

CSCI 379. Special Topics in Computer Science (3:3:0)
An in-depth analysis of a selected topic in computer science, to be announced at the time of scheduling the course. May be repeated for credit when topics are changed.

CSCI 381. Digital Electronics (4:3:3)
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. Prerequisite: MATH 241 or MATH 136. Cross-listed as PHYS 381.

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, 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)
This course emphasizes technical writing and speaking skills and uses readings from the computer science literature. Each student must complete an individual research project in computer science or information systems, 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 and at least 12 hours of upper-division CSCI or ISYS courses.

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 minor assists students in developing 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.

For information on a major in sociology with a concentration in criminal justice, see the "Sociology" section of the catalog.

Minor in Criminal Justice: 18 semester hours, including CRCJ 231, plus 9 hours selected from CRCJ 331, 332, 375 or SOCI 374, plus 6 additional hours in criminal justice or sociology.

CRIMINAL JUSTICE COURSES:

CRCJ 231. The American Justice System (3:3:0)
An overview of the justice system including philosophical and legal foundations, ethical issues, and the process of how justice is administered in the US. In addition to examining how police, courts, and corrections function, the class will explore how flaws in the system may lead to unjust outcomes for some individuals and groups. 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 TLU 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: 42 hours, including DRAM 138, 236, 237, 271, 272, 334A, 334B, 436; 9 hours from DRAM 231, 232, 235, or 238; and 9 hours from DRAM 331, 332, 335, 337, or 338.

Supporting Courses: 6 hours from Art, Music, ENGL 438 (Drama), COMM 271, COMM 273, COMM 373, or COMM 379 (Film), to be chosen in consultation with an academic advisor in Dramatic Media.

Minor in Dramatic Media: 18 hours including 9 hours from DRAM 231, 232, 233, 235, 237, or 238; and 9 hours from DRAM 331, 332, 333, 335, 337, or 338.

DRAMATIC MEDIA COURSES:

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 4 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 4 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 133. Costume, Makeup, and Character Mask (3:3:0)

A foundational course in costume design, makeup design, and their function within a variety of genres, periods and styles. Students will explore how these elements support the production approach and the development of a performer's character mask. Students will apply their developing skills through direct study of, and contribution to, faculty-designed productions.

DRAM 134. Improvisation and Stand-up Comedy (3:3:0)
A foundational course in comedy, as applied through improvisation and stand-up comedy. Students will explore the basic elements of comedy, seeking to understand what makes something comic. Students will apply their developing skills through solo and group work, culminating in a public showcase of stand-up comedy and group improvisation.

DRAM 136. Dramatic Media for Social Change (3:3:0)
A foundational course in dramatic media for social change. Students will explore the function of dramatic material in supporting and advocating for social change and action. Students will apply their developing skills through a variety of performance and production contexts, including the creation of original content for live performance, documentary film and/or digital media. Special emphasis will focus on the development of collaborative partnerships with nonprofit organizations.

DRAM 138. The Actor's Instrument: Mind, Voice, and Body (3:3:0)
A foundational course in voice, movement and wellness for the performing artist. Students will explore these integrated components of the actor's instrument, applying their developing skills in a variety of performance contexts, including exercises, monologues, and scenes. Special emphasis will focus on the development of healthy habits, control of stage fright and audition technique.

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 235. Directing Fundamentals (3:3:0)
A foundational exploration of directing for dramatic media, including the stage and screen. This course will integrate skills required in directing, including text, 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. Prerequisite: 3 hours from DRAM 231, 232, 237, or 238.

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 271. Survey of Dramatic Literature I (3:3:0)
A survey of classical dramatic literature, covering material from the early origins of dramatic text to the mid-19th century. Students will read and analyze a broad collection of texts within a chronological context, with special emphasis on historical period, genre, culture and style. Prerequisite: COMP 131 and COMP 132.

DRAM 272. Survey of Dramatic Literature II (3:3:0)
A survey of modern and contemporary dramatic literature, covering material from the mid-19th century to present day. Students will read and analyze a broad collection of texts within a chronological context, with special emphasis on historical period, genre, culture and style. Prerequisite: COMP 131 and COMP 132.

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 and 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 technicians. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 233.

DRAM 334A. Texts and Context I (3:3:0)
An advanced survey of the texts and history of dramatic media, including stage and screen. Material will cover the texts and context of classical dramatics. Students will analyze a variety of texts, informed by historical perspective, helping them to contextualize their developing skills within the broader scope of dramatic media. Prerequisite: sophomore standing.

DRAM 334B. Texts and Context II (3:3:0)
An advanced survey of the texts and history of dramatic media, including stage and screen. Material will cover the texts and context of modern and contemporary dramatics. Students will analyze a variety of texts, informed by historical perspective, helping them to contextualize their developing skills within the broader scope of dramatic media. Prerequisite: sophomore standing.

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 text, performance, design and technology. Students will showcase their advancing skills in directing with specific one act or full-length 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: DRAM 235 and 6 hours from DRAM 231, 232, 237, or 238.

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.

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 435. Producing and Arts Management (3:3:0)
An advanced exploration of producing and management for dramatic media, including special emphasis on business management, talent management, contracts, marketing, sales and public relations. Students will apply developing skills through direct study of, and contribution to, the current season of production. Prerequisites: 6 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

Economics is a social science that reaches far beyond government policy and the stock market. Economists aim to improving people's lives by using economic models to study, predict, and evaluate human decisions, business strategies, and government policies. This broad science is commonly applied to competitive and noncompetitive business strategies, education and labor decisions, health and healthcare markets, environmental issues, developing countries and extreme poverty, taxes, trade, government debt, macroeconomic fluctuations, and more. Economic training addresses the fundamental relationships that form the core of many important debates in our society today.

The study of economics is challenging because it blends training in analytical skills, theoretical models, and contextual analysis into one unifying framework. As students master the study of economics, they learn how to use theoretical and factual information, while developing critical thinking and analytical skills. Each of these skills is greatly valued by potential employers and prepares students for fulfilling and gainful employment.

Minor in Economics: 18 hours, including ECON 237, 374, 375, 376, plus 6 additional hours of economics at the 300 or 400 level.

ECONOMICS COURSES:

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 3 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 higher.

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, and public intervention in markets. Prerequisite: ECON 237.

ECON 333. Environmental Economics (3:3:0)
An introduction to an economics perspective of environmental systems and their problems with special attention to the use, misuse, and overuse of natural and environmental resources. The separate and complimentary roles of markets and governments in allocating and regulating the use of environmental and natural resources is analyzed. Students learn to apply appropriate economic concepts, models, and tools for analyzing environmental and natural resource issues and problems applied to a selection of environmental applications. Prerequisite: ECON 237 or higher.

ECON 336. Poverty and Discrimination (3:3:0)

This course explores how the discipline of economics can explain and analyze the causes and effects of poverty and discrimination on various parts of the population. Students will be introduced to economic theories of poverty and discrimination, ways to measure each (and the problems associated with these measures), and a description of the success and failures of public policies designed to curtail discrimination in the US. Prerequisite: ECON 237 or instructor approval.

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: 6 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 and estimation , cost theory and estimation, market types, market failure, game theory and other topics. Prerequisites: ECON 237; STAT 374.

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 MATH 241.

ECON 376. Econometrics (3:3:0)
An introduction to econometrics and an application of mathematics and statistics to interpret economic phenomena. The underlying theory of regression and the practical application of these techniques to data sets. Understanding and diagnosing common statistical problems encountered during estimation. Prerequisite: ECON 237 and STAT 374.

ECON 377. Industrial Organization (3:3:0)
An introduction to industrial organization and an application of economic reasoning to analyze market structure and imperfect competition. Course may include topics such as measures of industrial concentration, monopoly power, mergers and takeovers, price discrimination, game theory and strategic behavior, product differentiation, advertising, research and development, market failure, and public policy. Prerequisite: ECON 374.

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.

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 3 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: Any 300-level economics.

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 TLU 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 TLU'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 ever-changing 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, data driven decision making and lifelong learning in our candidates.

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, grades 4-8, grades 7-12, 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, music, and LOTE- Spanish. Students planning to teach in any of these areas 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/ftpimages/527/misc/ misc_84004.pdf

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 TEA 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

Beginning spring 2024 admission to TLU's Educator Preparation Program requires the following:

1. Completed application;
2. Cumulative GPA of 2.75
3. At least one complete semester at TLU. Transfer students with an earned associate's degree who meet all other EPP entrance requirements may apply to the EPP during their first semester at TLU.
4. At least a C in the following courses:
    - COMP 131
    - COMP 132
    - FREX 134
    - MATH 130, MATH 133, or MATH 241 (depends on the degree plan)
    - PSYC 236
    - 2 additional courses that demonstrate the ability to read, write compute, and think critically in academic settings
5. If you are seeking certification in 4-8 Mathematics, 4-8 Science, 4-8 Science & Mathematics, 7-12 Mathematics, 7-12 Life Science, 7-12 Physical Science, 7-12 Physics/Mathematics, you are required to have successfully completed 15 semester hours within your certification area prior to your application
6. If you are seeking certification in 4-8 ELAR, 4-8 Social Studies, 7-12 ELAR, 7-12 History, 7-12 Social Studies, EC-12 Music, EC-12 LOTE: Spanish, or EC-12 PE you are required to have successfully completed 12 semester hours within your certification area prior to your application
7. If you are seeking certification in EC-6 Core Subjects with ESL or 4-8 Core Subjects with ESL you are required to have completed 12 semester hours distributed across English/Composition, Mathematics, Social Studies, and Science
8. Basic Skills (shown with COMP 131, 132, and MATH courses)
    - Associates degree or baccalaureate degree (official transcripts required)
9. Two full-time faculty recommendations (other than Education Dept. faculty)
10. Attendance at TEACH I meeting
11. Interview with Education Dept. faculty and an acceptable interview score
12. Completion of the written essays requirement and receiving an acceptable evaluation score
13. TOEFL score of at least 550 for international students and at least a score of 26 on the English proficiency section of the test.

ADMISSIONS PROCEDURES FOR STUDENT TEACHING

There is a separate admissions process to move from participation in the Education Preparation Program into student teaching. Students must apply for admission to student teaching one year prior to the semester in which student teaching is to occur. Students must:

1. Be admitted to the Teacher Education Program (see above).
2. Maintain an overall cumulative 2.75 grade point average throughout the program. (If a student falls below 2.75, the student will have one semester to restore the 2.75 GPA.)
3. Maintain a cumulative 2.75 grade point average in all EDUC and READ classes. EC-12 Music students include all MUED classes in addition to all EDUC and READ classes.
4. Achieve a "C" (2.00) or better in EDUC and READ coursework and other specified courses.
5. Have completed a minimum of 33 semester credit hours at TLU, including the final 24 semester credit hours.
6. Student must pass EDUC 421 with at least a C, complete all state required modules, complete all requirements related to the TExES test preparation, and pass all TExES certification tests prior to student teaching.
7. Student must have completed all coursework required for graduation except for EDUC 437/438, EDUC 460, and READ 436/475. If a student is missing any coursework, they will not be allowed to student teach until the coursework is completed which may delay graduation. This includes all courses in Music in which course credit is assigned. The deadline for completed coursework is August 10th for Fall student teaching and December 20th for Spring student teaching.
8. Complete required test preparation.
9. Student must earn at least a C or in EDUC 437/438/471, EDUC 460, and READ 436/475 to graduate if taken in conjunction with student teaching.
10. During student teaching, the student must earn at least a C, complete all requirements related to student teaching as identified by the Director of Student Teaching, and be recommended for a standard certification by the mentor teaching and the university supervisor in order to earn credit for student teaching.

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 TEA online 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.

4. As per TAC §228.3(e), the EPP shall grant test approval when the EPP determines the candidate is ready. An EPP may make test approval contingent on a candidate completing additional coursework and/or training to show that the candidate is prepared to pass the test if the candidate is seeking test approval from the EPP in an area where the standards and/or test changed since the candidate completed all requirements of the EPP or if the candidate has returned to the EPP for test approval one or more years following the academic year of completion of all program 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.

Major in Education (non-certification)(B.A.): 30 hours to include EDUC 111, 272, 331, 373, 374 or 375, 379, 421, 430, 431, 437 or 438, READ 436 or 475. 12 hours of supporting coursework to include COMM 374, HIST 131, PSYC 236, SPAN elective (a second Spanish course).

Multidisciplinary Studies, Generalist, EC-6 Core Subjects w/ESL (B.S.)

Distribution Coursework (35 hrs): VART 273, DRAM 132, MUSI 333, HIST 131, GEOG 131, CHEM 147 or PHYS 141, BIOL 140, Spanish elective, POLS 231, PSYC 236, COMM 374

Education/Reading Courses (57hrs): EDUC 111, EDUC 272, EDUC 331, EDUC 336, EDUC 371, EDUC 373, EDUC 374, EDUC 375, EDUC 378, EDUC 382, EDUC 384, EDUC 421, EDUC 431, EDUC 437, EDUC 460, READ 270, READ 332, READ 376, READ 475

Specialization Courses (18-19 hrs): HIST 270, MATH 375, MATH 376, HIST 132 or HIST 234, ENVS 130 or NSCI 140 (with lab), KINS 232 or 333 or 382.

Multidisciplinary Studies, English Language Arts & Reading, Grades 4-8 w/ESL (B.S.)

Distribution Coursework (31 hrs): Arts elective, MUSI 333, ENGL 273, HIST 131 or HIST 132, Natural Science w/lab, Natural Science, Spanish elective, POLS 231, PSYC 236, COMM 374

Education/Reading Courses (51hrs): EDUC 111, EDUC 130, EDUC 272, EDUC 331, EDUC 336, EDUC 373, EDUC 374, EDUC 375, EDUC 384, EDUC 421, EDUC 431, EDUC 460, EDUC 471, READ 270, READ 332, READ 376, READ 436

English/Language Arts & Reading Specialization (21 hrs): ENGL 272A or ENGL 272B, ENGL 274 ENGL 371, ENGL 372, Upper Level English elective, Upper Level English elective, COMM 273

Multidisciplinary Studies, Grades 4-8 Core Subjects w/ESL (B.S.)

Distribution Coursework (32 hrs): VART 273, MUSI 333, HIST 131, GEOG 131, CHEM 147, BIOL 140, Spanish elective, POLS 231, PSYC 236, COMM 374

Education/Reading Courses (51 hrs): EDUC 111, EDUC 272, EDUC 331, EDUC 336, EDUC 373, EDUC 374, EDUC 375, EDUC 382, EDUC 384, EDUC 388, EDUC 421, EDUC 431, EDUC 471, EDUC 460, READ 270, READ 376, READ 475

Academic Support Courses (28 hrs): HIST 270, MATH 375, MATH 376, MATH 148, HIST 132 or HIST 234, NSCI 140 (with lab), PHYS 141, ENVS 130/111 or PHYS 142

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

Distribution Coursework (32 hrs): Arts elective, MUSI 333, ENGL 2XX (lit), HIST 131 or HIST 132, CHEM 143, CHEM 144, Spanish elective, POLS 231, PSYC 236, COMM 374

Education & Reading Courses (45 hrs): EDUC 111, EDUC 130, EDUC 272, EDUC 331, EDUC 336, EDUC 373, EDUC 374, EDUC 375, EDUC 382, EDUC 388, EDUC 421, EDUC 431, EDUC 460, EDUC 471, READ 436

Mathematics/Science Specialization (37 hrs): MATH 148, MATH 241, MATH 242, MATH 375, MATH 376, STAT 374, BIOL 143/144 or BIOL 245/246, PHYS 141, PHYS 142

Multidisciplinary Studies, Math, Grades 4-8 w/ESL (B.S.)

Distribution Coursework (31 hrs): Arts elective, MUSI 333, ENGL 2XX (lit), HIST 131 or HIST 132, Natural Science, Natural Science w/lab, Spanish elective, POLS 231, PSYC 236, COMM 374

Education & Reading Courses (42 hrs): EDUC 111, EDUC 130, EDUC 272, EDUC 331, EDUC 336, EDUC 373, EDUC 374, EDUC 375, EDUC 384, EDUC 421, EDUC 431, EDUC 460, EDUC 471, READ 436

Mathematics Specialization (24 hrs): MATH 148, MATH 241, MATH 242, MATH 375, MATH 376, STAT 374, Upper Level Math elective

Multidisciplinary Studies, Science, Grades 4-8 w/ESL (B.S.)

Distribution Coursework (32 hrs): Arts elective, MUSI 333, ENGL 2XX (lit), HIST 131, CHEM 143, CHEM 144, Spanish elective, POLS 231, PSYC 236, COMM 374

Education & Reading Courses (42 hrs): EDUC 111, EDUC 130, EDUC 272, EDUC 331, EDUC 336, EDUC 373, EDUC 374, EDUC 375, EDUC 388, EDUC 421, EDUC 431, EDUC 460, EDUC 471, READ 436

Science Specialization (32 hrs): BIOL 143/144 or BIOL 245/246, 2 courses from: BIOL 242, 331, 337, 340, or 473; CHEM 341, PHYS 141, PHYS 142, NSCI 140

Multidisciplinary Studies, Social Studies, Grades 4-8 w/ESL(B.S.)

Distribution Coursework (30 hrs): Arts elective, MUSI 333, ENGL 2XX (lit), HIST 132, Natural Science w/lab, SOCI 130 or SOCI 234, Spanish elective, POLS 231, PSYC 236, COMM 374

Education/Reading Courses (48hrs): EDUC 111, EDUC 130, EDUC 272, EDUC 331, EDUC 336, EDUC 373, EDUC 374, EDUC 375, EDUC 384, EDUC 421, EDUC 431, EDUC 460, EDUC 471, READ 270, READ 376, READ 436

Social Studies Specialization (27 hrs): ECON 237, GEOG 131, GEOG 232 or GEOG 234, HIST 131, HIST 234, HIST 270, POLS 232, POLS 237, Natural Science elective

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 choose 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, 7-12 Life Science Specialization (B.S.)

See the Biology section of the catalog.

Chemistry Major, 7-12 Life Science Specialization (B.S.)

See the Chemistry section of the catalog.

English Major, 7-12 English Specialization (B.A.)

See the English section of the catalog.

History Major, 7-12 History Specialization (B.A.)

See the History section of the catalog.

Mathematics Major, 7-12 Mathematics Specialization (B.S.)

See the Mathematics section of the catalog.

Mathematics Major, 7-12 Physics/Mathematics Specialization (B.S.)

See the Mathematics section of the catalog.

Physics Major, 7-12 Physical Science Specialization (B.S.)

See the Physics section of the catalog.

Physics Major, 7-12 Physics/Mathematics Specialization (B.S.)
See the Physics section of the catalog.

Social Studies Major, 7-12 Social Studies Specialization (B.S.)
Distribution Coursework (40 hrs): Arts elective, Arts elective, GEOG 131, HIST 132, Natural Science, Natural Science w/lab, Spanish elective, POLS 231, PSYC 236, COMM 374, ECON 237, SOCI 130, ENGL 371

Education & Reading Coursework (36 hrs): EDUC 111, EDUC 272, EDUC 331, EDUC 373, EDUC 374 or 375, EDUC 384, EDUC 421, EDUC 431, EDUC 438, EDUC 460, READ 436

Social Studies 7-12 Specialization (30 hrs): HIST 131, HIST 234, HIST 270, GEOG 231, GEOG 234, POLS 232, POLS 237, POLS 334, POLS 431, SOCI 274 or SOCI 373

Note – if 7-12 Social Studies is a second specialization, delete POLS 334, GEOG 234, SOCI 274 or SOCI 373, POLS 232

Kinesiology Major, EC-12 (All-Level) Physical Education Specialization (B.S.)
See the Kinesiology section of the catalog.

Bachelor of Music in All-Level Music Education, Instrumental Emphasis (B.M.)
Distribution Coursework (28 hrs): HIST 131, HIST 132, ENGL 2XX (lit), Natural Science & Math elective, Natural Science w/lab, Spanish elective, POLS 231, PSYC 236

Education & Reading Coursework (24 hrs): EDUC 111, EDUC 331, EDUC 373, EDUC 421, EDUC 438, EDUC 460, READ 436, MUED 432A, MUED 472

Music Education Instrumental Specialization (60 hrs): 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, AMU 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 2 hours additional AMU lessons and/or classes; two hours MUSI 114 or 117 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Bachelor of Music in All-Level Music Education, Vocal Emphasis (B.M.)
Distribution Coursework (28 hrs): HIST 131, HIST 132, ENGL 2XX (lit), Natural Science & Math elective, Natural Science w/lab, Spanish elective, POLS 231, PSYC 236

Education & Reading Coursework (24 hrs): EDUC 111, EDUC 331, EDUC 373, EDUC 421, EDUC 438, EDUC 460, READ 436, MUED 432B, MUED 472

Music Education Vocal Specialization (60 hrs): MUSI 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 301, 327, 328, 332, 335, 339, 375, 376; 2 hours from AMMS 118c, 114c, 115c, 117c; AMU 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; 2 hours additional AMU lessons and/or classes; two hours MUSI 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

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

Foundations of Liberal Education (15 hrs): MATH 133 or higher, COMP 131, COMP 132, FREX 134, THEO 133

Professional Development Courses (18 hrs): EDUC 111, EDUC 331, EDUC 421, EDUC 431, EDUC 438, EDUC 460

Education/Reading Courses (12 hrs): EDUC 272, EDUC 373, EDUC 374, READ 436

Academic Support Courses (3 hrs): ENGL 371

Cross-Disciplinary Engagement Courses (3 hrs): COMM 374

Distribution Courses (27-28 hrs): Arts elective, Arts elective, ENGL 2XX (literature), HIST 131, HIST 132, Natural Science, Natural Science with lab, POLS 231, PSYC 236

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

EDUCATION COURSES:

EDUC 111. Exploring Teaching (1:1:0)
This course explores the requirements to become a teacher in the state of Texas. Topics covered include the teaching profession, certification areas, state testing, and other requirements. The course is designed to help students make teaching career decisions. Should be taken during first semester at TLU. Admission to the Educator Preparation Program is not required.

EDUC 130. Introduction to Teaching Middle & High School (3:3:0)
An introduction to and analysis of the culture of middle school and high school classrooms. The student will investigate the role of schools within the local community and spend 15 clock hours engaged in observation/participation in middle and high school classrooms with diverse student populations. No person with a conviction or who is under indictment for, or is the subject of an official complaint alleging violation of any of the crimes listed as felony against the person or felony violation of the Texas Controlled Substance Act may be present while children are in care and thus may not participate in the class. Admission to the Educator Preparation Program is not required.

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 the Educator Preparation Program is not required.

EDUC 331. Foundations of Education (3:3:0)
An introduction to the historical, social, philosophical, and legal foundations of education in the United States. Students will be introduced to curriculum and instruction, social issues, and K-12 students. Twenty-five hours of field experience is required. This is the first course students should take after being admitted into the Educator Preparation Program. Prerequisite: Admission to the Educator Preparation program.

EDUC 336. Diversity for Educators (3:3:0)
This course will explore issues of diversity by examining the influence that race, socioeconomic status, culture, family, gender, sexual orientation, religion, language of origin, and ethnicity have on the educational experience. Pre-service teachers will investigate ideas of equity, oppression, and the intersectionality of the aforementioned topics. Ten hours of field experience are required. Prerequisite: Admission to the Educator Preparation program.

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 – grade two classroom is required. Prerequisite: Admission to the Educator Preparation 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 Educator Preparation Program.

EDUC 374. Foundations of ESL Education (3:3:X)
This course examines the rationale, history and philosophy of ESL education and develops students′ understanding of the cultural and psychological influences that mediate the learning process. Topics address social identity factors, ethnicity, language variation, bilingualism and the acquisition of Standard American English with implications for effective literacy instruction. Field experience required. Prerequisite: Admission to the Educator Preparation Program,

EDUC 375. Methods for Teaching ESL in the Content Areas (3:3:0)
This course addresses content, methods and materials of elementary ESL classroom instruction, including curricula, strategies and materials for meeting the needs of English Language Learners (ELL) in all academic content areas. The evaluation of achievement of the Limited English Proficient (LEP) students as well as the relationship of culture, socialization practices and learning styles is addressed. Requires 10 hours of observation of ESL instruction. Prerequisites: Admission to the Educator Preparation Program; EDUC 374.

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 (EDUC 378L). Prerequisites: Admission to the Educator Preparation Program; EDUC 331, MATH 133 or above, 6 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: Admission to the Educator Preparation Program; Junior standing with 9 hours of education courses and consent of the instructor.

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 twelfth grade. The student will develop, deliver and assess learning experiences in mathematics. Prerequisite: Admission to the Educator Preparation Program; EDUC 331 or concurrent enrollment in EDUC 331, MATH 133 or higher.

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 twelfth grade. The student will develop, deliver and assess learning experiences that integrate social studies content with content in other disciplines. Field experience required. Prerequisite: Admission into Educator Preparation Program.

EDUC 388. Science Concepts for Middle Level Learners (3:3:1)
Introduces science content, science education theory and research and pedagogical strategies for the 4-8th 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 (EDUC 388L). Prerequisites: Admission into Educator Preparation Program; EDUC 331 or concurrent enrollment, MATH 133 or above, 6 hours of natural science coursework.

EDUC 410, 420, 430. Independent Study (X:X:X)
Independent research on selected problems. Prerequisite: Admission into the Educator Preparation Program and departmental approval. 1 to 3 hours credit.

EDUC 421. Student Teaching Seminar (2:2:0)
This course helps prepare education majors for their semester of student teaching. Students will complete all state required modules (ethics, mental health, etc.), field experience hours, test preparation, practice tests, and state certification tests. This course must be taken the semester prior to student teaching. Prerequisite: Admission to the Educator Preparation Program.

EDUC 431. Instructional Strategies (3:3:0)
A 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. Fifteen hours of field experience required. Prerequisite: Admission to the Educator Preparation Program.

EDUC 437. Classroom Management, EC-6 & 4-8 (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 that strengthen professional confidence and identity. This Capstone Course requires the application of the general knowledge base from EDUC 331 and 431. Extensive fieldwork time in the classroom is required. Prerequisite: Admission to the Educator Preparation Program.

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 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 that strengthen professional confidence and identity. This Capstone Course requires application of the general knowledge base from EDUC 331 and 431. Extensive fieldwork time in the classroom is required. Prerequisite: Admission to the Educator Preparation Program.

EDUC 439. Internship (3:X:X)
Teaching experience directed through Alternative Certification Program. Must be repeated for a total of two semesters. Requires acceptance and participation in the Alternative Teacher Certification Program.

EDUC 460. Student Teaching (6:X:X)
Directed observation, participation and teaching in the K-12 schools for 70 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: Admission to the Educator Preparation Program. EDUC 437 and READ 436/475 can be taken concurrently.

EDUC 463. Clinical Teaching (6:X:X)
Directed observation, participation, and teaching in an approved school for 14 weeks, full days. Prerequisite: EDUC 331, EDUC 431, EDUC 437/438/471, reading coursework, 30 hours of field experience, admission to the Educator Preparation Program and application to clinical teaching.

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 that strengthen professional confidence and identity. This Capstone Course requires the application of the general knowledge base from EDUC 331 and 431. Extensive fieldwork time in the student teaching classroom is required. EDUC 460 and READ 436 may be taken concurrently. Prerequisite: admission to student teaching.

READING EDUCATION COURSES:

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 Educator Preparation Program is 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 Educator Preparation 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 Educator Preparation 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 may be taken prior to or 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.

ALTERNATIVE TEACHER CERTIFICATION PROGRAM

Texas Lutheran University offers an alternative teacher certification program in addition to its traditional undergraduate teacher certification program. The alternative teacher certification 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 alternative teacher certification program offers certification in a variety of areas. These certification areas include: EC-6 Core Subjects with ESL, 4-8 Core Subjects with ESL, 4-8 Science/Math, 4-8 English Language Arts and Reading, 4-8 Social Studies, 4-8 Science, 4-8 Math, 7-12 English Language Arts and Reading, 7-12 History, 7-12 Life Science, 7-12 Math, 7-12 Physical Science, 7-12 Social Studies, 7-12 Science, All-Level Art, All-Level Music, All-Level Physical Education (Kinesiology), All-Level Spanish.

ADMISSIONS REQUIREMENTS

Alternative teacher certification program applicants must have, as a minimum, a bachelor's degree with a minimum cumulative GPA of 2.50 or 2.50 GPA in the last 60 semester credit hours previously attempted. If a student is currently working towards a bachelor's degree and meets all the noted requirements besides completing the bachelor's degree, the student can be admitted on a contingency basis as a dual enrolled student while finishing the last semester of coursework towards the bachelor's degree. During that last semester, the student can take coursework that will count toward the required hours to graduate, as well as toward completion of the certification plan required within the Alternative Certification Program. The applicant shall have successfully completed prior to admission, at least: A) a minimum of 12 semester credit hours in the subject specific content area for the certification sought, unless the certification area is mathematics or science at or above grade 7, in which 15 semester hours are required; or B) a passing score on a pre-admission content certification examination administered by a TEA-approved

vendor. Most certification plans require 18 college credit hours (six total courses) of course work, plus six credit hours in either an internship (paid teaching position) or a clinical teaching (traditional student teaching experience). EC-6 and some 4-8 certification plans include seven courses, plus the six credit hours in either an internship or clinical teaching opportunity. A detailed review of each applicant's transcript will determine exactly how many hours are required for certification.

ALTERNATIVE TEACHER CERTIFICATION 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 alternative teacher certification program, students can be hired by a district in their certification area as the teacher of record if they pass their content certification(s) exams. 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. If a student chooses to complete six credit hours of clinical teaching instead of the internship, the student will be assigned a cooperating teacher from the school district and a supervisor from the university. Students choosing to complete a student teaching route instead of the internship for the clinical teaching experience, must pass their TExES certification exams required for their certification plan prior to the semester they start the clinical teaching experience.

The following courses are the minimum required courses to prepare teacher

interns to meet standards for Pedagogy and Professional Responsibilities:

Course Number	Course Title
• EDUC 331	Foundations of Education
• EDUC 371	Intro to Early Child (EC-6 & some 4-8 only)
• EDUC 373	Survey of Special Populations
• EDUC 375	Methods for Teaching ESL
• EDUC 431	Instructional Strategies
• EDUC 437/438/471	Classroom Management
• EDUC 439 or 463	Internship for two semesters or clinical teach
• READ 332/436/475	Foundations of Lit/Lit in Content/Read Write

- 50 hours of classroom field experience
- Certification test preparation modules
- TEA required modules

Note: Students must earn at least a C to earn credit for the above noted courses required on the student's certification plan.

MASTER OF ARTS IN EDUCATION

Requirements for Admission

To apply to the Master of Arts in Education program you need to meet the following criteria:

1. TLU application completed at apply.tlu.edu. This includes two essays: the educational philosophy and professional goals.
2. Official transcripts from every institution attended. TLU students must submit all transcripts NOT listed on the TLU transcript.
3. Current Resume

Students applying must meet the following criteria to be considered for admission:

1. Have a minimum 2.9 GPA in all undergraduate coursework
2. Have a valid Texas Teacher Certification
3. Received their bachelor's degree before the start of the program.

Transfer Coursework

No more than six hours of graduate level coursework can be accepted in transfer from another institution.

Provisional Admission

An applicant's file will be reviewed by the MA in Education admissions committee to determine suitability for the program. Applicants who otherwise qualify for admission but have not passed the certification exams may be granted admission on a provisional basis with the provision they are only allowed to take six hours per semester until they pass their exams. Applicants who meet all admissions requirements but have a

cumulative gpa below 2.90 but at least 2.75 may be granted provisional admission and are allowed to take six hours during their first semester. If a B or better is earned in both courses, the provision will be removed. If a B or better is not earned in both classes, the student will be removed from the program.

MASTER OF ARTS COURSE REQUIREMENTS

Core Courses taken by all students in the Master of Arts in Education program

EDUC 531, Issues, Strategies, and Models in Curriculum and Design
EDUC 532, Teaching and Learning in Diverse Classrooms
EDUC 533, Research Methods
EDUC 534, Creativity: Theories, Research, and Applications

Curriculum and Instruction Track

EDUC 571, Advanced Curricular Design
EDUC 572, Social Foundations and Education Trends
EDUC 573, Comparative Curriculum in International Contexts
EDUC 574, Evaluation and Assessment
EDUC 575, Capstone
EDUC 579, Curriculum and Instruction – Special Topics

Academic Probation

A graduate education student is placed on academic probation from the graduate program if the student has a cumulative graduate grade point average below a 3.0 or if the student earns at D or F in any graduate education class. The student will be removed from academic probation at the conclusion of the next term of study (probationary semester) if the student has achieved a cumulative graduate GPA of at least a 3.0 without a D or F in any graduate class.

Academic Dismissal

A graduate education student on academic probation will be dismissed from the graduate program if the student fails to achieve a cumulative graduate GPA of at least a 3.0 at the conclusion of the probationary semester.

Appeal Procedures

Students who are dismissed from TLU's graduate education program may appeal the dismissal to the Education Department Admissions Committee, whose decision is final. The written statement of appeal should detail the reasons why circumstances of the case warrant special consideration. If the

appeal is denied, one semester must elapse before the student may apply for readmission.

Readmission

A student who withdrew from the graduate education program or who was dismissed from the program may reapply under the current catalog. Readmission is not guaranteed and is considered on a case-by-case basis by the Education Department Admissions Committee.

MASTERS-LEVEL EDUCATION COURSES:

EDUC 531. Issues, Strategies, and Models in Curriculum and Design (3:3:0)
This course is a study of the historical, philosophical, sociocultural, psychological, and theoretical foundations of curriculum and pedagogy and their application to diverse teaching and learning settings. A variety of curriculum models and strategies will be explored.

EDUC 532. Teaching and Learning in Diverse Classrooms (3:3:0)
This course focuses on diversity and multicultural education in curriculum and instruction. It includes the exploration of strategies for inclusive course design, current issues and trends, research, culturally responsive curriculum, and pedagogical practices that effectively support student engagement across differences.

EDUC 533. Research Methods (3:3:0)
This course is an introduction to qualitative and quantitative designs for research in curriculum and instruction with emphasis on action research.

EDUC 534. Creativity: Theories, Research, and Application (3:3:0)
This course is an exploration of creativity theories, research, and application from a multidisciplinary approach. It includes implications of current theory and research for creative thinking and innovation.

EDUC 571. Advanced Curricular Design (3:3:0)
This course examines alternative models of curriculum as expressions of various social and educational goals. Students critically evaluate existing curricula and develop ideas that respond to contemporary educational needs, new developments in knowledge and information, and new thinking about teaching and learning. Prerequisite: Issues, Strategies, and Models in Curriculum Design.

EDUC 572. Social Foundations and Education Trends (3:3:0)
This course examines the relationships between education and political, economic, and cultural issues in the United States to better understand the issues that challenge schools, teachers, students, and our education system at large.

EDUC 573. Comparative Curriculum in International Contexts (3:3:0)
This course surveys the prominent issues, perspectives, and paradigms of comparative and international education. Students will compare global education systems to the U.S. education system and examine curriculum from various international viewpoints.

EDUC 574. Evaluation and Assessment (3:3:0)
This course is broad overview of evaluation and assessment in the educational setting, including the types and the interpretation of assessment. Summative, formative, standardized, criterion, and norm referenced assessment are discussed.

EDUC 575. Capstone in Curriculum & Instruction (3:3:0)

The Capstone course is the final course in the program where students complete an action research study. This will be taken with final semester coursework or on its own after all other coursework is completed.

EDUC 579. Curriculum and Instruction – Special Topics (3:3:0)
This course provides advanced study on selected topic(s) or emerging issue(s) associated with curriculum and instruction. Students have the opportunity to research a topic of choice in more depth.

Ed.D. in INTERDISCIPLINARY LEADERSHIP

The Ed.D. in Interdisciplinary Leadership at TLU empowers educators and leaders across diverse fields, including education, business, healthcare, communications, non-profit organizations, and government, to achieve leadership excellence through interdisciplinary inquiry, scholarly practice, and critical problem-solving. As an applied doctorate, the program emphasizes personal well-being, community development, and transformational action for social responsibility. The Ed.D. offers two concentrations: Organizational Leadership and Educational Leadership.

Admission Requirements

The Ed.D. Admissions Committee will review applicants' files to determine suitability for the program. The following materials are required for admission:

1. An earned master's degree with a cumulative GPA of at least 3.0.
2. Official transcripts from the regionally accredited institution awarding the master's degree.
3. Resume or curriculum vitae.
4. Personal statement, prepared according to the Ed.D. Personal Statement Guidelines published on the program's webpage.
5. Writing sample, prepared according to the Ed.D. Writing Sample Guidelines published on the program's webpage.

The Ed.D. program is cohort-based, and all coursework for the degree must be earned through TLU. The Ed.D. program does not provide visa sponsorship for international students.

Program Structure

The Ed.D. in Interdisciplinary Leadership program operates on a subterm calendar with six subterms per year: Fall 1, Fall 2, Spring 1, Spring 2, Summer 1, and Summer 2.

Program Requirements (54 hours)

The Ed.D. in Interdisciplinary Leadership program is a 54-hour program divided into

the following four components:

1. Core Courses
2. Research Courses
3. Dissertation Courses
4. Elective Courses

Core Courses (18 hours)

- EDUD 731A Organizational Leadership Theory & Practice
- EDUD 732 Leadership for Transformational Change & Innovation
- EDUD 733 Communication & Leadership
- EDUD 734 Leadership & Ethics
- EDUD 735 Leadership, Diversity, and Cultural Intelligence
- EDUD 736 Data-Driven Decision Making for Leaders

Research Courses (9 hours)

- EDUD 831 Qualitative Research Design
- EDUD 832 Quantitative Research Design
- EDUD 833 Applied Research Design

Dissertation Courses (18 hours)

- EDUD 871 Dissertation I
- EDUD 872 Dissertation II
- EDUD 873 Dissertation III
- EDUD 874 Dissertation IV
- EDUD 875 Dissertation V
- EDUD 876 Dissertation Defense

Elective Courses (9 hours from:)

- EDUD 784A Women & Leadership
- EDUD 784B Power Dynamics & Toxic Leadership
- EDUD 784C Global Leadership
- EDUD 784D Equity-Focused School Leadership
- EDUC 784E Current Trends in Educational Leadership
- EDUC 784F Collaborative Leadership
- EDUD 784G Educational Leadership for Adaptive Learning

Elective coursework is offered in Summer 1. In Year 1 and Year 2, the Summer 1 elective is delivered in a blended format with a required on-site residency at TLU. In Year 3, the Summer 1 elective is delivered fully online.

Concentrations

The Ed.D. in Interdisciplinary Leadership offers two concentrations: Organizational Leadership and Educational Leadership. The two concentrations share the same core, research, and dissertation coursework. Each concentration consists of three elective courses (9 credit hours) specific to that concentration. The concentration is reflected on the academic transcript and is not noted on the diploma.

Students declare a concentration at the time of admission and complete three electives (9 hours) from the courses offered for that concentration. The Program determines and publishes the elective courses available for each concentration

Dissertation Continuation Courses

When a student requires additional time to complete the Dissertation Milestones for Dissertation 3, Dissertation 5, or Dissertation 6, the student must request enrollment in a Dissertation Continuation course, subject to Program Director approval, to maintain continuous enrollment and dissertation chair supervision. The student cannot enroll in the next dissertation course until the Dissertation Milestones for the prior course are met.

Dissertation Continuation courses carry 3 credits per subterm and are graded Complete/Incomplete. They do not affect the cumulative graduate GPA. A grade of Complete in a Dissertation Continuation course results in the completion of the corresponding dissertation course.

A student may enroll in a maximum of six Dissertation Continuation courses over the course of the program. Each enrollment requires the approval of the Program Director.

The Dissertation Chair verifies milestone completion. The Program Director authorizes completion and communicates it to the Registrar for grade processing.

A student who has not completed the required milestones after six Dissertation Continuation enrollments is dismissed from the program and is not eligible for degree conferral.

Academic Probation & Dismissal

Interdisciplinary Leadership students must maintain a graduate GPA of at least 3.0. No graduate course in which a grade below a 'C' is earned may be applied toward the completion of the degree.

If a student's cumulative graduate GPA falls below 3.0 or if the student has a grade of 'D' or 'F' in any Interdisciplinary Leadership class, the student will be placed on academic probation. If, during the probationary semester, the student's cumulative graduate GPA is raised to at least 3.0, without a 'D' or 'F' in any graduate class, the student may be removed from academic probation. If, at the conclusion of the probationary semester, the student fails to achieve a cumulative graduate GPA of at least 3.0, the student will be dismissed from the program.

A student dismissed from the Ed.D. program for academic reasons may appeal the dismissal to the Graduate Program Directors' Committee whose decision is final. The written statement of appeal should detail reasons why circumstances of the case warrant special consideration. A student whose dismissal from the Ed.D. program is final is not eligible for readmission to the Ed.D. program.

Appeals of dismissals based on violations of the TLU Student Code of Conduct or the Academic Honesty Policy are governed by the appeal procedures in the TLU Student Handbook.

Readmission

A student who withdrew from the graduate education program may reapply under the current catalog. Readmission is not guaranteed and is considered on a case-by-case basis by the Education Admissions Committee.

Leave of Absence

A student may request a leave of absence from the Ed.D. program for up to 2 subterms. If additional time is needed, the student may apply for an extension with documentation of exceptional circumstances, subject to approval by the Program Director. The total leave may not exceed 6 subterms. A student who does not return at the end of the approved leave is dismissed from the program.

Professional Conduct and Ethical Standards

The Ed.D. in Interdisciplinary Leadership requires students to uphold the highest standards of personal integrity, academic honesty, professional conduct, and ethical research conduct, including compliance with Institutional Review Board (IRB) requirements and human subjects research standards. These standards apply to all coursework, dissertation research, and interactions with faculty, peers, staff, research participants, and members of the broader community, both on campus and off campus when the conduct relates to the student's role in the program.

A finding that an Ed.D. student has violated the Student Code of Conduct, the Academic Honesty Policy, IRB requirements, or applicable standards of ethical research conduct may result in any sanction available under the Student Handbook, including dismissal from the Ed.D. program.

A student dismissed from the Ed.D. program for a violation of the Student Code of Conduct, the Academic Honesty Policy, IRB requirements, or applicable standards of ethical research conduct is not eligible for readmission to the Ed.D. program.

Time to Degree

Students are expected to complete the Ed.D. degree by finishing the 54 credit hours of required coursework and, if needed, up to 6 Dissertation Continuation Courses. Extensions beyond this scope are granted only in cases of documented extenuating circumstances and require approval by the Program Director

INTERDISCIPLINARY LEADRERSHIP COURSES:

EDUD 731A. Organizational Leadership Theory & Practice (3:3:0)
This core course explores over-arching topics from organization leadership theory and practice. Topics to be discussed include organizational structures, organizational cultures, motivation, recognizing individual differences, decision making, creativity, leading groups and teams, exercising power, managing conflict, working with a community, job satisfaction, and other work attitudes. Specific organizational contexts, such as healthcare, business, nonprofit and educational institutions will be explored through case studies and/or projects.

EDUD 732. Leadership for Transformational Change & Innovation (3:3:0)
This core course explores critical topics from education leadership theory and practice. Topics to be discussed include the school environment, school structures and culture, motivation, recognizing individual differences, decision making, creativity, leading groups and teams, exercising power, managing conflict, working with community and parents, job satisfaction and other work attitudes.

EDUD 733. Communication & Leadership (3:3:0)
This core course explores the importance communication has in leadership. Students integrate communication theories to formulate effective ways to convey their ideas. Topics discussed include understanding an audience, non-verbal communication, organizational communication, communication technology, cross-cultural communication, and using language to achieve leadership goals.

EDUD 734. Leadership & Ethics (3:3:0)
This core course explores the ethical foundations that inform the leader's personal and professional practices. Students will examine ethical theories and assess concepts applied to leadership challenges in real world situations. Emphasis will be placed on understanding ethical leadership for social and organizational change, the leader's role as a moral agent, as well as the organization's role as a moral agent in society.

EDUD 735. Leadership, Diversity, and Cultural Intelligence (3:3:0)
This core course explores the ideas of leadership, diversity, and cultural intelligence from multiple lenses and perspectives. Topics discussed include supporting diversity and cultivating cultural and emotional intelligence for leadership effectiveness in multicultural settings. Students will reflect on their own experiences with diverse populations.

EDUD 736. Data-Driven Decision Making for Leaders (3:3:0)
This core course explores the process of making organizational decisions based on actual data rather than intuition or observation alone. The process involves forming questions that need to be answered, identifying appropriate data sources, cleaning and organizing data, performing analysis, and drawing sound conclusions. The process of communicating data to those involved in decision-making will also be covered.

EDUD 784A. Women & Leadership (3:3:0)
This elective course will explore women's leadership and leadership styles. The course will also investigate the challenges and obstacles women may encounter in a variety of careers and their possible causes. Students will utilize texts and scientific articles focusing on the structural, cultural, psychological, institutional, organizational, political, personal, economical, and financial issues facing women leaders today. Students will reflect on their own experiences and how gender influences their leadership style and perceptions of the leadership.

EDUD 784B. Power Dynamics & Toxic Leadership (3:3:0)
This elective course explores the topic of toxic leadership and its impact on co-workers within an institution or workplace. Students will examine how this type of dysfunctional and harmful leadership style affects productivity as well as possible ways to mitigate the toxicity and work toward a more positive environment.

EDUD 784C. Global Leadership (3:3:0)
This elective course explores leadership through a global lens. Students will learn about personal and professional competencies related to effective leadership in a global, diverse, and multicultural world.

EDUD 784D. Equity-Focused School Leadership (3:3:0)

This elective course will discuss key concepts and guiding principles of equity-focused school leadership. Students will explore several identities such as race, socioeconomics, and language with emphasis on their intersections with equity in educational leadership. The curriculum encompasses in-depth discussions on the role of team building and the implementation of strategies for leading transformative change within educational institutions. Participants will learn to foster collaborative efforts that amplify the impact of equity-focused initiatives, enhance problem solving capabilities, and ensures that equity considerations are embedded within the relational and systemic structures and practices of the school setting.

EDUD 784E. Current Trends in Educational Leadership (3:3:0)
Advanced seminar examining contemporary educational leadership practices and/or emerging policy issues influencing the practice of educational leadership.

EDUD 784F. Collab Leadership: Facilitating Dialogue, Negotiation, & Crisis Response (3:3:0)
This course focuses on leadership as a collaborative humanizing practice that can be engaged by any organizational member or constituency group through the facilitation of dialogue, negotiation, and crisis response. Students will explore and engage models for each function and examine how they inform and support one another with a focus on their practical application to real-world challenges. The course emphasizes empathy and active listening as cornerstones of ethical leadership, equipping students to connect with others, navigate emotionally charged situations, and make decisions that prioritize human dignity.

EDUD 784G. Educational Leadership for Adaptive Learning (3:3:0)
How people learn is shifting and so must how we lead learning. Learner preferences, accessibility needs, emerging technologies, expanding modalities, and concerns about learner and educator wellbeing are reshaping engagement across K-12, adult learning, and professional development environments. Honing our craft requires keeping pace. This course examines contemporary learning theories and instructional design principles then applies them to real leadership decisions. Students will analyze how forces such as AI, policy shifts, and evolving learner populations reshape educational practice and develop frameworks for leading adaptive, responsible educational environments.

EDUD 831. Qualitative Research Design (3:3:0)
This research design course explores qualitative research theory and practice. Students will learn about conducting, analyzing, and interpreting qualitative data for social and behavioral research. Methods of application through both critique and planning one's own research are included in this course.

EDUD 832. Quantitative Research Design (3:3:0)
This research design course explores quantitative research design including research topics, questions, concepts, foundational statistical tests, survey design and other data collection methods. Students will learn to read and interpret quantitative results, and it will inform leaders and those who intend to pursue quantitative dissertations.

EDUD 833. Applied Research Design (3:3:0)
This research course provides the foundation for applied research design for both qualitative and quantitative methods. Students will explore the selection of the appropriate research design for particular research problems, and some methodological challenges with various research methods. Other topics discussed include sampling, data gathering, data analysis, and data interpretation. The goal of this course is to prepare students with the knowledge to conduct their own applied research project.

EDUD 871. Dissertation I (3:3:0)

This foundational course introduces students to the dissertation process and requirements. Students will examine the purpose and structure of doctoral dissertations while identifying persistent, contextualized problems relevant to their educational or leadership setting that warrant scholarly inquiry. Through extant academic literature and theoretical frameworks, students will substantiate their research problem, formulate research questions, and consider appropriate data collection methods, participant selection criteria, and sampling strategies to investigate their identified problem. The course also provides strategies to develop habits for sustainability and wellbeing during the dissertation process. By the end, students will articulate a "Problem of Practice," which establishes the foundation for the complete drafting of Chapter 1 and is a requirement for being paired with a dissertation chair.

EDUD 872. Dissertation 2 (3:3:0)
In this dissertation course, students will critically analyze scholarly sources, academic discourses, and theoretical frameworks to develop a comprehensive literature review. The course provides structured opportunities to cultivate advanced scholarly and interdisciplinary competencies through an integrative framework for analysis, synthesis, substantive argumentation, and scholarly revision. In addition to serving as a comprehensive draft of Chapter 2, the literature review will enhance the dissertation's overall coherence by substantiating the claims made in Chapter 1, laying the groundwork for the methodology and research design, and providing the scholarly context necessary for the meaningful interpretation of research findings in subsequent chapters. Prerequisite: EDUD 871.

EDUD 873. Dissertation 3 (3:3:0)
Dissertation 3 is a pivotal doctoral course designed to guide students through the critical stages of completing their dissertation proposal. The course focuses on two major areas: drafting Chapter 3, which details the research methodology, and refining Chapters 1 and 2 to ensure a cohesive and meticulous alignment of ideas, arguments, and a unified voice. Additionally, students are required to complete their Institutional Review Board (IRB) application and prepare the necessary materials to present their dissertation proposal, justify their research decisions, and respond thoughtfully to critical feedback. Prerequisite: EDUD 871 and EDUD 872.

EDUD 874. Dissertation 4 (3:3:0)
This course offers a systematic approach to data analysis workflows, emphasizing the transition from raw data to meaningful insights in applied research. Students will learn to prepare and organize data, develop coding systems, and analyze data to identify themes or test hypotheses, depending on their chosen methodological approach. The course also highlights the evaluation and selection of software tools to support the analysis, ensuring alignment with research goals. Ethical considerations are integrated throughout, addressing the responsible handling of data and the critical reflection necessary to determine when methodological adjustments may be required. By the end of the course, students will synthesize these elements into a comprehensive and well-documented "Data Analysis" document, which will serve as the foundation for drafting Chapter 4. Prerequisite: EDUD 871, EDUD 872 and EDUD 873.

EDUD 875. Dissertation 5 (3:3:0)
In this course, students will synthesize, present, and interpret their research findings, while examining the study's limitations, discussing practical implications, articulating contributions to the field, and outlining potential directions for future research. The research findings, formulated as a response to the research problem and aligned with the research questions, theoretical frameworks, and academic literature, will culminate in a cohesive and well-substantiated draft of Chapter 5. The course also provides an opportunity for students to

refine the previous four chapters, ensuring they align cohesively and underpin the overall dissertation. Prerequisite: EDUD 871, EDUD 872, EDUD 873 and EDUD 874.

EDUD 876. Dissertation 6 (3:3:0)
This course is the culmination of the dissertation process. Under the guidance of their dissertation chair, students will continue to edit their dissertation until the final version is ready for defense. Students will then prepare for and schedule their final defense. Following a successful dissertation defense, required revisions will be addressed, and the dissertation will undergo a meticulous editing process to prepare it for archival and submission for publication. Prerequisite: EDUD 871, EDUD 872, EDUD 873, EDUD 874 and EDUD 875.

EDUD 87XC. Dissertation Continuation (3:3:0)
The continuation course allows students who have not completed dissertation milestones to maintain continuous enrollment. Students may enroll in up to six continuation courses total across Dissertation 5 and Dissertation 6 with Program Director approval required each time. Students who exhaust the limit of continuation courses without completing required milestones will be administratively withdrawn from the program and are not eligible for degree conferral. Continuation courses are graded pass/fail and do not impact grade point average.

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 English, rhetoric and composition, American studies, comparative literature and communication studies.

Major in English Studies (B.A.): 36 semester hours including ENGL 336, 475; 9 hours from ENGL 235, 236, 272, 273; 12 hours from ENGL 330A, 330B, 337, 338, 371, 374, 376; 9 hours from ENGL 379, 383, 384, 385, 386.

Supporting courses for English studies: 9 semester hours including COMM 273 or COMM 274; COMM 236 or COMM 339; and COMM 378

Major in English, 7-12 Education Specialization (B.S.)

English Coursework (36 hours): ENGL 235, 236, 272, 273, 336, 371, 376, 385, 386, 475; 6 hours from ENGL 330A, 330B, 383, or 384

Specialization Coursework (36 hours): EDUC 111, 272, 331, 373, 374 or 375, 421, 431, 438, 460, READ 332, 376, 436

Supporting Coursework (18 hours): COMM 274, COMM 374, COMM 378, HIST 131, PSYC 236, SPAN XXX

Note: if 7-12 English is a second specialization a student must have a minimum of 24 hours in the content area or minor to student teach in that area.

Minor in English studies: 18 hours, including 6 hours at the 200 level; and 12 hours upper-division.

ENGLISH COURSES:

COMP 131. English Composition I (3:3:0)
This course teaches academic reading and writing skills, which are crucial to student 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 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. Also offered as MAST 235.

ENGL 236. African American Literature (3:3:0)
A study of African American literature from colonial America to the contemporary with an emphasis on intersectionality. Readings may include slave-narratives, literature of the Civil Rights Movement, and women's writings. Also offered as AFAM 236.

ENGL 272. American Literature: Race, Class, Gender (3:3:0)
A historical study of the intersectionality of race, class and gendered experiences in American literature. Readings may focus on the works of African-American, Mexican- American, Asian-American or Native American writers; gendered experiences within and between ethnic groups; and the role of socioeconomic mobility in creating and resolving conflict.

ENGL 273. British Literature I: Politics, Religion, and Sexuality (3:3:0)
A historical survey of pre-modern English literature (from the Medieval up to the Eighteenth Century) with an emphasis on the intersectionality of politics, religion, and sexuality. Students will study the origins of English literature and England's development of a literary tradition which both shaped and was shaped by major religious, political, and cultural movements. Readings may include Beowulf, Shakespeare, women's writing, and works not traditionally considered literary (cookbooks, marriage manuals, Bible translations, and monster stories).

ENGL 330A. Writing Fiction (3:3:0)
A workshop for creative writers in the short story and longer forms.

ENGL 330B. Writing Poems (3:3:0)
A workshop for creative writers in various modes of poetic expression.

ENGL 336. Textual Analysis (3:3:0)
This course will strengthen and deepen students' critical reading and academic writing skills as they learn advanced techniques for analyzing and writing about texts with an emphasis on learning and applying theoretical frameworks.

ENGL 337. Freelance Writing and Editing (3:3:0)
This course focuses on content creation, scaling content for a variety of audiences, presentation of written work to editors and agents, development of a writing portfolio, and professional editing skills.

ENGL 338. Writing Grants and Proposals (3:3:0)
This course introduces students to the basics of grant research and writing proposals. Topics will include writing compelling project narratives, creating logical models, and the basic budget development process.

ENGL 371. Advanced Composition (3:3:0)
An advanced course in critical reading and writing of non-fiction texts which may include academic, professional, or creative works. Students will learn to apply or adapt the requirements of specific genres in order to address the expectations of the intended audience. Emphasis will be placed on the writing process. Prerequisite: COMP 132.

ENGL 374. Professional Writing (3:3:0)
This course provides students with an introduction to the rhetorical strategies for producing non-academic, professional texts for different audiences. Students will analyze, compose and edit texts commonly found in workplace settings in order to develop a writing style that is appropriate for a professional context. Prerequisite: COMP 132.

ENGL 376. Writing Nonfiction (3:3:0)
A workshop in the study and practice of non-fiction genres. Course topics may include Food Writing, Travel Writing, Blog Writing, etc. May be taken multiple times for credit. Prerequisite: COMP 132.

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: 3 hours of any 200-level literature course.

ENGL 383. Post-Colonial Literature (3:3:0)

An examination of texts from different parts of the current or former colonized world including Southeast Asia (India and Pakistan), the Middle East, Africa, Australia, and the Americas. The texts in this course will consider the lasting impact of colonialism and the efforts authors have made to rewrite histories and experiences from the margins. This course may be organized by geographic region, theme (e.g. gender, identity, the diaspora), and/or time period. Texts may include works of fiction, non-fiction, poetry, drama, film, and/or theory. May be taken multiple times for credit. Prerequisite: 3 hours of any 200-level literature courses.

ENGL 384. Gender and Sexuality in Literature (3:3:0)
This course will investigate the intersection of gender and sexuality in literary texts, criticism and theory. Representative topics include: Queer Literatures, Women Writers, Men, Women and Wilderness, etc. May be taken multiple times for credit. Prerequisite: 3 hours of any 200-level literature course.

ENGL 385. The Short Story (3:3:0)
A study of the short story as written by American authors using both traditional and innovative narrative techniques. Readings will drive discussion of various methods fo constructing authorial point of view, modes of narrative compression, the relationship of story structure to reader response and the range of styles in which authors practice the short story, from realism to postmodernism.

ENGL 386. Shakespeare and His Contemporaries (3:3:0)
A study of Shakespeare's major works with an emphasis on Shakespeare's contemporary world, audience, and fellow writers. Readings include Shakespeare's poetry and a selection of plays from each genre (comedy, tragedy, history, and romance) and supplemental readings which may include film adaptations. Students can expect a focus on gender, race, and sexuality and to consider why Shakespeare matters for our contemporary world.

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. 1 to 3 hours of credit. Prerequisite: 3 hours of upper-division English studies.

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 departmental faculty. Prerequisite: senior standing, ENGL 336.

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 course work 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: 19-21 hours, including BIO/ENVS 111 or CHEM 122; BIOL 337 or CHEM 342; ENVS 412; 419 or 429 or 439; INTL 231 (Environment) or GEOG 131; POLS 231 or ECON 237; 6 hours from ECON 339, PHIL 331, GEOG 236, GEOG 380, or VART 436.

Minor in Environmental Studies: 18 hours, including ENVS 130; 412; 419 or 429 or 439; INTL 231 (Environment) or GEOG 131; STAT 374; 6 hours from ECON 339, PHIL 331, GEOG 236, GEOG 380, or VART 436.

ENVIRONMENTAL SCIENCE COURSES:

ENVS 111. Biodiversity in Central Texas (1:0:3)
A laboratory and field-based course for biology majors and students interested in environmental science. Students will observe, photograph and collect plant and animal specimens on field trips and then identify the specimens using taxonomic keys and field guides. Students will become familiar with the common species and taxonomic groups found in central Texas. Cross-listed as BIOL 111.

ENVS 130. Environmental Science (3:0:0)
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. Biology and chemistry majors may not count this course toward the minor and must take BIOL 337 or CHEM 342. Students are encouraged to take ENVS 111 at the same time as ENVS 130 for laboratory and field experience in environmental science.

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.

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. Students are urged to study for at least one summer, fall

or spring term in a French-speaking country.

STUDENT PLACEMENT IN FRENCH

Students with previous instruction in French are required to take the departmental placement test. Those students who, based on the placement test results, make a grade of B or better in any of the following courses (132, 231, 232, 331) will receive institutional credit for each level of the language that has been skipped up to a maximum of 12 credit hours. While these institutional credit hours will count toward total hours needed for graduation, **they will not count toward completion of the general education requirements.** In other words, regardless of what language level students place into, they will still need to take the corresponding courses to meet the foundation and distribution requirements.

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 French. The total advanced placement credit in French at Texas Lutheran University shall not exceed 12 hours.

Minor in French Studies: 18 semester hours in French including a maximum of 9 semester hours from FREN 131, 132, 231, and 232; 6 semester hours from FREN 331 and FREN 332; 3 semester hours from an 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.

FRENCH STUDIES COURSES:

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. Prerequisite: FREN 131 or equivalent.

FREN 210, 220, 230; 310, 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 or equivalent.

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 or equivalent.

FREN 331. Advanced Conversational French (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 or equivalent.

FREN 332. Advanced Practice in Reading and Writing (3:3:0)
This course offers students the opportunity to improve their reading and writing skills in French. The students will read texts and write coherent narrative essays using advanced French grammar skills. Prerequisite: FREN 232 or FREN 331 or instructor's permission.

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 COURSES:

FREX 134. Exploring the Arts and Sciences (3:3:0)
This course brings TLU first-year students into a multi-generational community of learning. By engaging texts written out of diverse disciplines and participating in curricular and co-curricular activities, this course is focused on developing critically reflective reading skills at a university level. Transfer students who have been graduated from high school for at least one year and have 24 hours or more of transferrable credit are exempt from taking FREX 134.

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 I40; 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 COURSES:

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 Regional Geography (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. Prerequisite: GEOG 131 or GEOG 231 or sophomore standing.

GEOG 333. Ecotourism (3:3:0)
This course will explore sustainable nature-based tourism including visitor motivations, preferences and expectations, site planning, marketing, sustainability practices and the involvement of, and benefits to, host communities. Throughout the course, natural and wilderness sites will be highlighted and students will explore the connection between humans and nature and compare sustainable tourism to mass tourism Prerequisite: Sophomore standing.

GEOG 336. Advanced Geographic Information Systems (GIS) (3:3:0)
This course builds on the principles introduced in GEOG 236 and presents a continued and in-depth examination of techniques of spatial data and analysis, modeling, project planning and management. Prerequisite: GEOG 236.

GEOG 379. Special Topics in Geography (3:3:0)
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. Urban Geography (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 and 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.

GEOG 419-429-439. Internship in Geography (X:X:X)
Opportunity for geography minors to use their geographical skills, tools, and knowledge in a supervised work environment. Working with an advisor, students must arrange an internship with a public or private agency. No more than 3 credit hours may be applied toward the geography minor. Prerequisite: departmental approval.

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 Biblical 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 6 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 COURSES:

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)

HEBREWS STUDIES

The minor in Hebrew 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 Biblical Hebrew and have modest exposure to modern Hebrew.

Minor in Hebrew Studies: 18 semester hours in Hebrew, including HEBR 131, 132, 231, and 232, plus 6 hours of upper-division credit with directed studies courses and/or independent studies courses in 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 is read in Hebrew.

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. 1 to 3 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 conclusions.

Major in History (liberal arts specialization) (B.A.): 33 semester hours, including 6 hours of 100-level HIST electives; 9 hours of 200-level HIST electives (3 hours must be either HIST 233 or 234); 15 hours of 300- or 400-level HIST electives; HIST 475.

Supporting courses for history (liberal arts specialization): ENGL 371, COMM 374 AND Select option A, B or C.

A. Three semesters (usually 9 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. Three semesters (usually 9 hours) of a modern or classical language, demonstrated competency, or a minimum of 11 weeks in an accredited study abroad program and a minor other than History,

OR

C. A second major.

Major in History (pre-law specialization) (B.A.): 33 semester hours, including 6 hours of 100-level HIST electives; 9 hours of 200-level HIST electives (3 hours must be either HIST 233 or 234); 15 hours of 300- or 400-level HIST electives; HIST 475.

Supporting courses for History (pre-law specialization): 27 semester hours, including ENGL 371, COMM 374; 6 hours of a modern or classical language or demonstrated competency or a minimum 11 weeks in an accredited study abroad program; 15 hours (9 hours have to be upper division) from CRCJ, ECON, POLS, PHIL, SOCI, in consultation with History advisor.

Major in History (public history specialization) (B.A.): 33 semester hours, including 6 hours of 100-level HIST electives; 9 hours of 200-level HIST electives (3 hours must be HIST 273); 15 hours of 300- or 400-level HIST electives (6 hours must be HIST 387 and 439); HIST 475.

Supporting courses for History (public history specialization): 33 hours, including ENGL 371; COMM 271; COMM 374; GEOG 236 or 380; ISYS 133;

SPAN 132 or demonstrated competency or a minimum 11 weeks in an accredited study abroad program; 6 hours from VART 138, VART 238, VART 232; 3 hours from VART 275 or VART 378; 6 hours from BUSI 337, BUSI 372, COMM 236, or POLS 331.

Major in History (7-12 Education specialization) (B.A.)

History Coursework (33 hours): HIST 131, 132, 233, 234, 270; 6 hours of 200-level HIST electives; 9 hours of 300- and 400-level HIST electives; HIST 475.

Specialization Coursework (30 hours): EDUC 111, 272, 331, 373, 374 or 375, 421, 431, 438, 460, READ 436.

Supporting Coursework (27 hours): COMM 374, ENGL 2XX (lit), ENGL 371, GEOG 131, GEOG Elective (200- or 300-level), POLS 231, POLS 232, PSYC 236, SPAN elective.

Note – if 7-12 History is a second specialization, delete the two HIST 3XX (elective) courses. A student must have a minimum of 24 hours in the content area or minor to student teach in that area.

Minor in History: 18 semester hours to be chosen in consultation with a History advisor (at least 9 hours must be upper-division).

Minor in Business Methods for Historians: see the "Business" section of the catalog. For details on the History teaching specialization, see the "Education" 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 COURSES:

HIST 130. Investigating the Past (3:3:0)
This introductory seminar allows students to closely investigate a specific topic using the methods of historical inquiry. Topics are chosen by the instructor and may include, for example: medieval castles, a history of London, Americans and the Holocaust, the Sixties. Students will learn to understand interpretations provided by historians and they will practice working like a historian finding historical sources, placing them into their context, investigating the clues they provide as historical evidence, and constructing compelling arguments. See the class schedule for topics. This course can only be taken once and cannot be repeated for credit.

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. 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. Key elements of U.S. history will be covered.

HIST 233. World History to 1500 (3:3:0)
World history does not mean learning everything about everywhere; that is impossible. Instead, you will study major trends in how human societies developed and interacted up to c. 1500 so that when you encounter new knowledge in the future (world religions, archaeological exhibits, ancient cities, etc.) you can connect that information to your mental framework. Prerequisite: COMP 131.

HIST 234. World History since 1500 (3:3:0)
World history does not mean learning everything about everywhere; that is impossible. Instead, you will study major trends in how human societies developed and interacted from 1500 to the present so you can connect present-day circumstances (globalization, economic crashes, ideological movements, immigrant communities, etc.) to your mental framework. Prerequisite: COMP 131.

HIST 236. Medieval Europe (3:3:0)
Medieval Europe (c. 500-1500) was not simply a series of events, but a whole world that is sometimes familiar and sometimes foreign to modern observers. Our exploration of this world will be built around a few overarching questions: How did medieval Europeans combine classical, foreign, and indigenous influences into a new culture? How did medieval leaders structure and deploy their power (e.g. political, religious, military)? How did medieval people solve social, artistic and technological problems? The class will focus on reading and discussing original historical sources and the works of modern scholars and will include an independent research project. Prerequisite: COMP 131.

HIST 270. Texas and the Borderlands (3:3:0)
This course will explore the historical dynamics of Texas and the borderlands, beginning with indigenous populations, Spanish exploration and settlement, Mexican independence, colonization, the Texas revolt, annexation and the U.S. War with Mexico, up to modern times. The course will deal with the social, cultural, economic, and political interplay of the different elements active in the region's development. Prerequisite: COMP 131 and HIST 131 or HIST 132 or instructor permission.

HIST 271. History of Warfare
This class will not cover every war; instead, you will study detailed examples of battles and campaigns from a variety of places and times in order to understand three main issues: What strategies and tactics have contributed to successful warfare? How have societal developments (such as ethics, technology, etc.) shaped warfare? How has the experience of warfare impacted individual participants? It will also help you develop the skills that historians use: working with primary source evidence, researching previous scholarship, and constructing interpretive arguments. Prerequisite: COMP131.

HIST 273. Mexican American History (3:3:0)
This course provides an examination of major historical trends in Mexican American and/or Latinx histories. In addition, students will explore how race, class, and gender affect

historical and/or cultural narratives relative to Mexican American history, communities, and experiences. Prerequisite: COMP131.

HIST 274. Genocide (3:3:0)
This course aims to provide students with a conceptual and historical overview of genocide from a broad interdisciplinary perspective. The cases highlighted in this course include, but are not limited to: genocide of indigenous peoples, Armenia, the Holocaust, Cambodia, the former Yugoslavia, Rwanda, Congo, Darfur, and Myanmar. Prerequisite: COMP131.

HIST 332. Early Modern Europe
In this class, you will study the staggering historical changes that Europe underwent during the early modern period (c. 1400-1800), affecting not only the big picture but also the daily lives of ordinary people. Governments developed into nation-states that tried to exert unprecedented control over the lives of their subjects. European interaction with places around the globe introduced a huge number of new ideas, products, and problems. Major upheavals in religious, philosophical and academic thought introduced new ways of understanding the world. The class will focus on reading and discussing original historical sources and the works of modern scholars and will include an independent research project. Prerequisite: sophomore standing.

HIST 333. The Civil War and Reconstruction Era (3:3:0)
This course explores the causes, course, and consequences of the American Civil War, from the 1840s through the 1870s. The course will examine the following themes: the crisis of union and disunion; slavery, race, and emancipation; the experience of modern, total war for individuals and American society; the political and social challenges of Reconstruction; and the question of why the Civil War era has a unique hold on American historical memory. Prerequisite: sophomore standing. Also offered as AFAM 333.

HIST 335. The African-American Freedom Struggle (3:3:0)
This course explores the efforts of African Americans to achieve civil rights beginning in the 1860s through the present day. In addition to providing a broad chronological and thematic framework for understanding the movement, this course will also introduce students to a diverse array of primary sources that will help develop an understanding of the major themes of the Civil Rights Movement and familiarize students with some of the major historiographical interpretations of the period. Prerequisite: sophomore standing. Also offered as AFAM 335.

HIST 336. Family, Sex & Gender in Medieval & Early Modern Europe (3:3:0)
In this class, you will explore how gender was understood and experienced in medieval Europe. Our distance in time, space, and culture allows us to get both a deeper and a broader understanding of how gender expectations, sexuality and family practices interacted with other aspects of society. It will also help you develop the skills that historians use working with primary source evidence, researching previous scholarship, and constructing interpretive arguments. Prerequisite: COMP131.

HIST 339. History of Southern Africa (3:3:0)
This course examines the rich complexity of southern Africa, its varied cultures and diverse societies. By interpreting primary and secondary sources, students explore the impact of European colonization on Southern African societies, examine the interactions of various settler groups and indigenous societies and trace the socio-economic changes wrought by South Africa's incorporation into the industrial-capitalist world system. In the second half of the course, students do research to examine the rise and fall of apartheid and assess Nelson Mandela's role in the process of creating a modern multicultural state. Special attention will be given to analyzing different ideologies and strategies that shaped the liberation struggle as well as the question of how gender has shaped and still shapes the identities of South

Africans and their social interactions. Prerequisite: sophomore standing. Also offered as AFAM339.

HIST 387. Introduction to Public History (3:3:0)
In recent decades, there has been a growing realization that a great deal of history is done in public, outside of schools or academic research. In this class you will explore some of the other motivations and formats by which people from all walks of life pursue the past, such as museums, archives, living history, heritage tourism and more. You will also examine the question of how professional, trained historians can and should interact with or serve the broader public. May include local case studies and field trips. Prerequisite: Sophomore standing.

HIST 410, 420, 430. Independent Study (X:X:X)
Individualized study on historical topics arranges by departmental faculty.

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 475. Historical Research Design (3:3:0)
This course is designed to give advanced history students experience in research and public presentation of research results by developing a detailed research proposal. Activities include developing a compelling research question, locating and analyzing relevant primary and secondary courses, and presenting these ideas persuasively to an audience. Prerequisite: 6 hours of upper-division HIST classes.

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 major or minor in CSCI.

Major in Information Systems (B.S.): 37 hours including CSCI 133, CSCI 248, CSCI 332, CSCI 334, CSCI 436, CSCI 437, ISYS 231, ISYS 232, ISYS 332, ISYS 432, ISYS 434; 3 additional upper-division hours in ISYS or CSCI.

Supporting courses for Information Systems: 30 hours including MATH 136 or 241, STAT 374, STAT 375, BUSI 231, BUSI 232, BUSI 332, BUSI 338, BUSI 373, BUSI 378, COMM 374.

Minor in Information Systems: 18 hours including ISYS 133 or 232, ISYS 231, CSCI 136 or 248; 9 upper-division hours selected from ISYS, CSCI 332, CSCI 334, CSCI 371, BUSI 332, BUSI 338.

INFORMATION SYSTEMS COURSES:

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.

ISYS 232. Business Spreadsheet Applications (3:3:0)
Designed to teach students how to solve a wide range of accounting and business application problems using a popular spreadsheet. All aspects of a mature spreadsheet, such as MSExcel, will be explored. Topics will include main spreadsheet features, valid data entry, data filter and queries, formulas and built-in functions, macros, pivot tables, database functions and brief discussions of Visual Programming Language. This class will allow students to apply highly effective tools to produce good decisions including the goal seeking scenarios and solver capabilities of a spreadsheet.

ISYS 332. System Analysis & Design (3:3:0)
This course will examine strengths and weaknesses of the typical system development life cycle including: evaluation of system request, analysis of current systems, paradigms of system design including program development verses utilizing preexisting modules, deployment of systems, testing, maintenance and documentation. Students will apply what they learn to a useful project that will require them to go through each phase of a system design and implementation. Students must retain their work to be used in future classes. Prerequisite: ISYS 231.

ISYS 333. Electronic Commerce (3:3:0)
This course investigates electronic commerce theories, models and strategies needed to successfully build and manage E-Commerce applications. Students will learn how to make sound decisions regarding what type of technology is used to plan, analyze, design and implement an E-commerce application. Topics will include web-based business applications, web marketing, accounting practices for E-Commerce, E-Commerce security, planning a virtual business presence and ethical and legal issues. Prerequisite: CSCI 136 or 248 and at least 3 hours of 300 level BUSI or CSCI or ISYS credit.

ISYS 432. Enterprise Computing (3:3:0)
This course explores large organizations' IT infrastructures and the software applications used to support operations. Enterprise resource planning (ERP), customer relationship management (CRM) systems, and supply chain management systems are explored. Concepts such as scalability, reliability, and security aspects of software and hardware systems across the enterprise are explored.

ISYS 434. Artificial Intelligence in Business (3:3:0)
Aspects of AI such as machine learning, natural language processing, robotics, and knowledge representation will be examined along with AI tools for data mining, analytical processing, querying, and reporting.

INTEGRATED SCIENCE

The Integrated Science program capitalizes on a range of academic programs at TLU. Pursuing both breadth and depth in a handful of disciplines will foster interdisciplinary awareness and facilitate many graduate school, professional school, and career opportunities. Students interested in studying and eventually working in emerging fields in the areas of overlap among scientific disciplines may find this program particularly exciting.

The recently revised Medical College Admission Test (MCAT) targets psychological, social, and biological foundations of behavior, which collectively now are represented on 25% of the test. A feature of this program is that it permits students to access all of the content domains that are targeted by the MCAT as part of their major. The Integrated Science program will have particular appeal to those interested in pursuing health-related careers that draw on experience in relevant academic areas.

The Bachelor of Science (B.S.) degree was developed specifically to ensure that students could capture all of the coursework that is known widely to facilitate admission to and persistence in medical school. The Bachelor of Arts (B.A.) degree option has more flexibility in both the major coursework and in the number of available elective hours. Students interested in occupational therapy (OT) and physical therapy (PT), among other career options, will find that the B.A. coursework includes the common pre-requisites for gaining admission to OT and PT programs.

A major in Integrated Science may facilitate pursuit of a career in health professions, neuroscience, or in graduate programs in fields that are well represented within the program's curricula. Other career directions students with a degree from this program may pursue include science writing, health policy advocacy, and any number of health-related careers that draw on solid foundations in science.

Major in Integrated Science (B.A.): 61 hours including BIOL 143 or 245, BIOL 144 or 246, BIOL elective, CHEM 143, CHEM 144, CHEM elective w/lab, CSCI elective, PHYS 141 or 240, PHYS 142 or 241, PSYC 131, PSYC 271, PSYC 272, PSYC 334 or 337 or 371, ISCI 431; 6 hours of electives in one of the following disciplines: BIOL, CHEM, PHYS, PSYC; 6 hours of upper division electives in one of the following disciplines: BIOL, CHEM, PHYS, PSYC.

Supporting courses for Integrated Science (B.A.): 12 hours including MATH 133 or higher, ECON 237, ENGL 374, SOCI 130.

Major in Integrated Science (B.S.): 70 hours including BIOL 143, BIOL 144, BIOL 242, BIOL 331, BIOL 414, BIOL 431, BIOL 433, BIOL 437, BIOL 438, CHEM 143, CHEM 144, CHEM 248, CHEM 249, PHYS 141 or 240, PHYS

142 or 241, PSYC 131, PSYC 236, PSYC 334 or 337, SOCI 130, SOCI 274, ISCI 431.

Supporting courses for Integrated Science (B.S.): 6 hours including MATH 241 and either STAT 374 or PSYC 272.

INTERDISCIPLINARY STUDIES

TLU's Interdisciplinary Studies major allows students to combine coursework from at least two academic disciplines, creating a breadth and depth of focus tailored to the student's individual goals. With the help of at least two faculty members from their chosen disciplines, students design a degree plan that allows for exploration of their specific interests and prepares them for the career path they've identified.

Major in Interdisciplinary Studies (B.A.): 36 hours to include each of the following four components:

1. INTR 431, Senior Thesis
2. at least 12 hours of upper division coursework in one discipline
3. at least 9 hours of upper division coursework in a second discipline
4. 12 additional hours of upper division coursework (any discipline)

INTERDISCIPLINARY COURSEWORK

ARTS 130. Introduction to the Arts (3:3:0)
An interdisciplinary course, in some cases team taught, that covers special topics across the fields of Dramatic Media, Music, and Visual Arts. The course is designed as a general education course suitable for non-majors.

HUMA 130. Introduction to the Humanities & Cultures (3:3:0)
An interdisciplinary course, in some cases team taught, that covers special topics across the fields of African American Studies, Communication, English, History, Mexican American Studies, Modern Languages, Philosophy, Theology, and Women's Studies. The course is designed as a general education course suitable for non-majors.

INTR 113. Developing Scholars Seminar (1:1:0)
This course enhances student learning outcomes by supporting the academic success of undergraduate students who are readmitted to enroll, on academic probation, whose grade point average for a semester is below average (Academic Warning), or others who would like extra assistance. Students will address time management, motivation, study and learning strategies as well as learn to use academic resources. A total of three credits may be earned. The course helps students develop good study practices, improves learning outcomes, and increases the likelihood of persistence and graduation.

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 378. Practicum in Academic Tutoring & Supplemental Instr (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.

INTR 431. Senior Thesis (3:3:0)
This course will focus on a research project that brings together two or more disciplines as outlined on the student's degree plan. Open only to majors in Interdisciplinary Studies.

NSCI 140. Introduction to the Natural Sciences (4:3:3)
The goals of this course are to introduces non-science majors to the scientific method and increase science literacy using the Earth as a focus of study. The discussion will incorporate the disciplines of geology, chemistry, and biology as we investigate the various spheres of the Earth including the lithosphere, hydrosphere, atmosphere, and biosphere. The class will investigate cycles of the Earth's systems and the interrelationships and feedback loops between systems. The course will be a broad-brush overview of the sciences applied to the Earth and students will be encouraged to examine environmental data and think critically about environmental questions and problems. The course will be complimented by hands-on lab work allowing students to investigate the environment around us using a scientific approach.

SSCI 130. Introduction to the Social Sciences (3:3:0)
An interdisciplinary course, in some cases team taught, that covers special topics across the fields of Criminal Justice, Economics, Geography, Political Science, Psychology, and Sociology. The course is designed as a general education course suitable for non-majors.

INTERNATIONAL STUDIES

The international studies minor helps equip students for international careers, including diplomacy, business, research, development and relief agency work, education, religious organizations and other areas. The minor 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 some ability in a foreign language and must study abroad for at least a four-week period in a TLU-sponsored program or earn at least three hours in a TLU faculty-led study abroad experience. Additional information about study abroad is provided in the special academic programs section of the catalog.

Minor in International Studies (B.A.): 21 semester hours, including INTL 231,

HIST 234 or GEOG 231, POLS 235 or POLS 237, THEO 334, 3 hours of language at the 132 level or higher. In addition, students select one of the following options:

A. Study abroad for four weeks or longer in a TLU-sponsored program (minimum 6 credit hours) including at least 3 hours of upper division work in any departmental designator; or

B. Study abroad in any TLU faculty-led program (minimum 3 credit hours) and take 3 hours from the following: POLS 432 or POLS 434, HIST 385

INTL 214. Cross-Cultural Reflections (1:1:0)
This course is open to all students recently returning from study abroad programs. It is required of students just returning from at least a semester (fall or spring) of study abroad and cannot be dropped by those students. Students must take the course after each semester studied abroad. The course is designed to help students readjust 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.

INTL 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.

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 (B.S.) (Exercise Science specialization): 44 semester hours including KINS 131, 135, 244, 345, 433, 434, 446; three 1-hour activity courses; plus 17 additional kinesiology (KINS) electives.

Supporting courses for (B.S.) (Exercise Science specialization): 24 semester hours, including BIOL 245, BIOL 246, CHEM 147; plus 12 hours selected from the following: BIOL 235, BIOL431, CHEM 143, CHEM 144, COMM 374, PHYS 141, PHYS 142, PSYC 131, PSYC 234, PSYC 236, PSYC 332, SISE 231, STAT 374.

Major in Kinesiology (B.S.) (Rehabilitation Science specialization): 36 semester hours, including KINS 131, 135, 244, 345, 433, 434, 446, 479; plus 9 additional hours of kinesiology (KINS) electives.

Supporting courses for (B.S.) (Rehabilitation Science specialization): 53 semester hours, including BIOL 143, BIOL 144, BIOL 235, BIOL 245, BIOL 246, BIOL 431, CHEM 143, CHEM 144 or CHEM 341, COMM 374, PHYS 141, PHYS 142; PSYC 131, PSYC 236, PSYC 332, STAT 374.

Major in Kinesiology (B.S.) (Sport & Fitness Management specialization): 39 semester hours, including KINS 131, 135, 244, 345, 433, 434, 446, 479; three 1-hour activity courses; plus 9 hours of KINS electives.

Supporting courses for (B.S.) (Sport & Fitness Management specialization): 27 semester hours, including BIOL 245, BIOL 246, BUSI 231 or 235, BUSI 337, BUSI 373, BUSI 378, CHEM 147, ECON 237 or SOCI 130.

Major in Kinesiology (B.S.) (EC-12 All-Level Physical Education specialization):

Distribution Coursework (28 hrs): VART 136, Arts elective, HIST 131, HIST 132, BIOL 245, POLS 231, Spanish elective, COMM 374.

Education & Reading Coursework (24 hrs): EDUC 111, EDUC 272, EDUC 331, EDUC 373, EDUC 374 or EDUC 375, EDUC 421, EDUC 431, EDUC 438, EDUC 460, READ 436.

Physical Education Specialization (37 hrs): BIOL 246, PSYC 236, KINS 135, KINS 244, KINS 345, KINS 373 or KINS 374 or KINS 375, KINS 382, KINS 433, KINS 434, KINS 446.

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

Option 1 - Second teaching specialization (min. 24 hrs). Student will qualify to student teach in the second specialization and will take the certification exam required to teach in the second specialization. Contact the education department for course requirements.

Option 2 - Minor (min. 18 hrs). Students will not qualify to student teach in the minor subject area or take the certification examination in the minor subject only after initial certification in Physical Education is achieved, unless the student has completed a minimum of 24 hours in the content area associated with the minor/certification area.

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 313	Intermediate Tennis
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*

KINESIOLOGY COURSES:

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 130. Prevention and Care of Athletic Injuries (3:2:1)
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 131. Personal Well-Being (3:3:0)
This course is designed to facilitate student understanding of and appreciation for personal well-being, including an emphasis on healthy decision making, lifelong fitness, nutrition and personal management. Activities and assignments provide opportunities to establish habits conducive to optimal wellbeing and quality of life.

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 performed 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 (2-3:2-3:0)
Individualized study in topics of special interest under the supervision of a faculty member.

KINS 231. Exercise & Sport Psychology (3:3:0)
This course will focus on human behavior in sport and exercise settings. Motivation, anger and fear will be examined, as well as how to effectively regulate thoughts, feelings and emotions in certain types of situations.

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 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 244. Motor Learning (4:4:0)
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 273. Neuromuscular Function & Motion Analysis (3:3:0)
This experimental laboratory course introduces students to 1) neuromuscular function testing and training using isokinetic dynamometry, electromyography, and balance training, and 2) kinematic motion analysis using basic video and sophisticated marker tracking techniques. Emphasis is on fundamental knowledge and competency in conducting testing and basic analysis of results. This course also prepares students for possible senior capstone research projects.

KINS 274. Metabolic Physiology & Cardiac Stress Testing (3:3:0)
This experimental laboratory course introduces students to 1) metabolic cart analysis of energy metabolism and related physiological responses to sustained exercise, and 2) cardiac stress testing involving basic electrocardiography, blood pressure and exercise tolerance measurement. Emphasis is on fundamental knowledge and competency in conducting testing and basic analysis of results. This course also prepares students for possible senior capstone research projects.

KINS 275. Medical Terminology (3:3:0)
An introduction to the language of medicine and terminology used in allied health professions. Students will gain an understanding of basic elements, rules of building and analyzing medical words and terms associated with the body as a whole. Examination of body systems will be used to give the student the ability to define, interpret, and pronounce medical terms relating to structure and function, pathology, diagnosis, clinical procedures, oncology, and pharmacology. In addition to medical terms, common abbreviations applicable to each system will be interpreted.

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 336. Exercise and Sports Nutrition (3:3:0)
This course takes an in-depth look at how nutrition and exercise principles are tightly connected. It provides the tools students need to make effective decisions regarding training, nutrition, and performance as practicing professionals and for themselves.

KINS 345. Physiology of Exercise (4:4:0)
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 245-246.

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 3-5.

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 245-246.

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, sports psychology.

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 433. Research Design in Kinesiology (3:3:0)
An introduction to fundamental research design, methods of measurement, basic statistical evaluation, research topic selection, and research project proposal in kinesiology and related fields. This course is a prerequisite to KINS 434.

KINS 434. Capstone: Presenting Research in Kinesiology (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 446. Biomechanics (4:4:0)
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 245-246.

KINS 479. Exercise Testing and Prescription (3:3:0)
This course is designed to give the advanced student in kinesiology 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.

LANGUAGE COURSES:

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: 6 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. LAC work at TLU 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 LAC 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 TLU. LAC work will be possible only in those languages and courses in which TLU 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. For each course, students will receive one credit.

In order to qualify for a 3-credit transcript notation in LAC, a student must have registered for and successfully completed the required work in at least three Spanish 300 courses at TLU. After successful completion of the requirements for each Spanish 300 course, a form available in the office of Registration and Records will be signed by the instructor who supervised the LAC 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.

[DEPARTMENT OF THE COURSE] 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 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.): 33 semester hours, including MATH 234, 241, 242, 331, 334, 335 or 432, 343, 437, and either six additional upper-division hours in mathematics or STAT 375 and 3 additional upper-division hours in mathematics.

Supporting courses (B.A.): 21 semester hours, including STAT 374, ISYS 133 or ISYS 232, and 15 semester hours in one discipline outside of mathematics.

Major in Mathematics (B.S.): 39 semester hours, including MATH 234, 241, 242, 331, 334, 335, 338, 343, 432, 437 and 6 additional upper-division hours.

Supporting courses (B.S.): 24 semester hours, including STAT 374, 375, PHYS 240, CSCI 136 or CSCI 248, PHIL 232, COMM 374 and 6 semester hours in one of the following: natural sciences, social sciences, education, or business.

Major in Mathematics (B.S.) (Pre-Actuarial Science specialization): 39 semester hours, including MATH 233, 234, 241, 242, 331, 334, 338, 343, 433, 437, and 6 additional upper-division hours in mathematics.

Supporting courses for B.S. (Pre-Actuarial Science specialization): 27 semester hours, including STAT 374, 375; CSCI 136 or 248; COMM 374; and 15 hours selected from BUSI 231, 232, 339, 373, 377, ECON 237.

Major in Mathematics (B.S.) (Grades 7-12 Mathematics specialization)

Mathematics Coursework (39 hours): MATH 233, 234, 241, 242, 331, 334, 337, 343, 437; UD MATH Elective; STAT 374; STAT 375 or UD MATH Elective.

Education & Reading Coursework (30 hours): EDUC 111, 272, 331, 373, 374 or 375, 421, 431, 438, 460, READ 436.

Supporting Coursework (25 hours): COMM 374, ENGL 2XX (lit), HIST 131, PHYS 240, POLS 231, PSYC 236, SPAN (6 hours).

Note – if 7-12 Math is a second specialization, delete MATH 437.

A student must have a minimum of 24 hours in the content area or minor to student teach in that area.

Major in Mathematics (B.S.) (Grades 7-12 Math/Physics Specialization)

Mathematics Coursework (39 hours): MATH 233, 234, 241, 242, 331, 334, 337, 343, 437; UD MATH Elective; STAT 374; STAT 375 or UD MATH Elective.

Education & Reading Coursework (30 hours): EDUC 111, 272, 331, 373, 374 or 375, 421, 431, 438, 460, READ 436.

Supporting Coursework (44 hours): COMM 374, ENGL 2XX (lit), HIST 131, PHYS 240, PHYS 241, PHYS 331, PHYS 332, PHYS 334, PHYS 371, UD PHYS Elective (w/lab), POLS 231, PSYC 236, two SPAN electives.

Note – if 7-12 Math is a second specialization, delete MATH 437.

A student must have a minimum of 24 hours in the content area or minor to student teach in that area.

Minor in Mathematics: 20 semester hours, including MATH 241, 242 and 12 additional semester hours selected from Math 148 or higher (a minimum of six hours upper-division). STAT 374 counts as a lower division and STAT 375 counts as an upper-division course for a minor in mathematics.

MATHEMATICS COURSES:

MATH 113. Workshop in Mathematics (1:1:0)
This course is designed to prepare students for College Algebra. The course focuses on the knowledge and skills needed to simplify expressions that contain integers (positive and negative numbers), rational numbers (fractions), exponents, variables and/or polynomials. This includes applying order of operations and factoring. Required for students with a math SAT score of 440 or less or ACT of 15 or less and strongly recommended for students with a math SAT score between 440 and 490 or ACT between 15 and 17 or for students repeating MATH 133.

MATH 130. College Mathematics (3:3:0)

This course exposes students to new styles of mathematical thinking that 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 studies, 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. Prerequisite: MATH 113 or SAT greater than 440 or ACT greater than 15.

MATH136. 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 139. Data Models (3:3:0)
This is a first course in data modeling and functions. Descriptive statistics and regression using several classes of functions including linear and higher degree polynomials, multi-linear polynomials, exponential and logarithmic functions, as well as basic matrix models will be introduced. This course is designed to satisfy the "Quantitative Reasoning" competency of TLU General Education curriculum for students majoring in disciplines outside science and mathematics. No prerequisite courses, but a working knowledge of basic algebra is assumed.

MATH148. Precalculus (4:4:0)
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 530 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 136 or 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 and includes a unit on the history of mathematics. Emphasis is placed on learning to write proofs and students will be exposed 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 (4:4:0)
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 640, or ACT greater than 31.

MATH 242. Calculus II (4:4:0)
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 241.

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, 234.

MATH 337. Geometry (3:3:0)
Serves as an introduction to neutral geometry, Euclidean geometry, and Euclidean transformations. Topics covered will include angles, triangles, congruence, circles, Euclidean constructions, analytic geometry, change of coordinates, and isometries. Prerequisite: MATH 241.

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 linear and nonlinear equations and eigenvalue problems. (Also offered as CSCI 338) Prerequisite: MATH 242.

MATH 343. Calculus III (4:4:0)
Vector functions, differential and integral vector calculus, calculus of several variables, multiple integrals vector fields, line and surface integrals and related theorems. Prerequisite: MATH 242.

MATH 371. Mathematical Methods for Scientists and Engineers (3:3:0)
Topics in post-calculus mathematics for application to physics and engineering problems, special functions, Laplace and Fourier transformations, Fourier series, vector calculus, line and surface integrals, Green's and Divergence theorems, partial differential equations, applied linear algebra and linear operators and introduction to applied complex analysis. Also offered as PHYS 371. Co/Prerequisite MATH 343.

MATH 372. Number Theory (3:3:0)
This course covers divisibility and the Euclidean algorithm, elementary properties of primes and their distribution, congruencies and modular arithmetic, primitive roots, and Fermat's and Euler's Theorems. Prerequisite: MATH 234.

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 toward math or computer science major or minor.

MATH 377. STEM by Inquiry Instructional Strategies. (3:3:0)
This course is required for students pursuing certification in secondary education in science or mathematics. The course introduces science content, science education theory, and research and pedagogical strategies for the 7-12 STEM classroom. Students will learn content-relative, discipline-specific, best practice for success in the secondary STEM classroom. Prerequisites: Admission to the Educator Preparation Program and EDUC 332.

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. 1 to 3hours credit dependent on number of work hours per week. Normally, 80 hours of internship equal to 1 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 242 and 234.

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 or consent of the instructor.

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)
This course emphasizes literature search in mathematics, technical writing and presentation skills. Each student must complete an individual research 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 and at least 12 hours of upper-division Math courses.

MEXICAN-AMERICAN STUDIES

Rooted in the fine arts, humanities and social sciences, the Mexican- American studies minor is an interdisciplinary program designed to give students an understanding of historical, socio-political, cultural, and literary contributions of Mexican Americans, Chicanos(as), and Latinos(as). Courses ask students to consider issues of race, class, gender/sexuality, and other socially constructed categories particularly as they are shaped by local, regional, and transnational perspectives.

Minor in Mexican-American studies: 18 semester hours, including MAST 231 and 15 hours selected from the following (of which 6 hours must be upper division): MAST/ENGL 235, MAST/SOCI 238, MAST/HIST 273, MAST 336/ECON 336, HIST 270, THEO 374, SPAN 375 or higher, MAST 379 or higher. MAST 379 may be repeated for multiple credit as course topics change.

MEXICAN-AMERICAN STUDIES COURSES:

MAST 231. Introduction to Mexican-American Studies (3:3:0)
This course introduces students to the historical and socio-political processes that have formed and informed Mexican American, Chicano(a)/Latino(a) experiences in the United States. It provides a contextual and conceptual framework for understanding the contemporary situation of Chicano(a)/Latino(a) communities in American life.

MAST 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. Also offered as ENGL 235.

MAST 238. Chicano(a)/Latino(a) Cultural Expressions (3:3:0)
Based on a conceptual understanding of culture, this course assesses the historical and contemporary context of Chicano(a)/Latino(a) culture in the United States. It examines, from a revisionist perspective, Chicano(a)/Latino(a) cultural history and its manifestations in contemporary forms such as music, food, myths and legends, art, literature, etc. Also offered as SOCI 238.

MAST 273: Mexican-American History (3:3:0)
This course provides an examination of major historical trends in Mexican-American and/or Latinx histories. In addition, students will explore how race, class, and gender affect historical and/or cultural narratives relative to Mexican-American history, communities, and experiences. Prerequisite: COMP 131. Also offered as HIST 273

MAST 336. Poverty and Discrimination (3:3:0)
This course explores how the discipline of economics can explain and analyze the causes and effects of poverty and discrimination on various parts of the population. Students will be introduced to economic theories of poverty and discrimination, ways to measure each (and the problems associated with these measures), and a description of the success and failures of public policies designed to curtail discrimination in the US. Prerequisite: ECON 237 or instructor approval.

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

Texas Lutheran University is accredited by the National Association of Schools of Music. The TLU 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 or performance, or the Bachelor of Arts degree in music. The Bachelor of Music in All-Level Music Education degrees lead to teacher certification for public schools, grades K-12, in the state of Texas. Students not majoring in music may earn credit in band, choir, orchestra and applied music for satisfying minimum degree requirements. A maximum of four semester hours in band, choir or orchestra 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, orchestra 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).
Orchestra (see MUSI 114 for description).
Small Ensembles. Participation in standard woodwind, brass, percussion and string 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 Recital Attendance. 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 and ensemble director 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 (AMUP 111S). The proficiency examination includes skills, sight-reading, improvisation 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 freshman 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 a concert band, TLU choir or orchestra. Number of required credit hours varies by degree and will be comprised of a combination of for-credit (MUSI 114, 117, 118) and zero-credit (MUSI 104, 107, 108) courses. 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 100, 111, 112, 131, 132, 211, 212, 213A, 213B, 231, 232, 235, 327, 328, 332, 335B, 339, 375, 376, 401B; MUED 472, 432B; 2 hours from AMMS 114c, 115c, 116c, 117c, 118c; AMU_ 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p. Ensemble participation is required each semester: 2 semesters enrolled in MUSI 118; remaining semesters enrolled in MUSI 108. Enrollment in piano study AMUP 111s, AMUP 112s, and, if necessary, continued registration in zero-credit piano lessons (e.g. AMUP 201s, 202s) until proficiency is 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 100, 110, 111, 112, 131, 132, 211, 212, 214, 231, 232, 235, 327, 328, 332, 339, 375, 376, 401B; MUED 472, 432A; AMMS 113c, 114c, 115c, 116c, 117c; AMU_ 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p. Ensemble participation is required each semester: 2 semesters enrolled in MUSI 114 or 117; remaining semesters enrolled in MUSI 104 or 107. Enrollment in piano study AMUP 111s, AMUP 112s, and, if necessary, continued registration in zero-credit piano lessons (e.g. AMUP 201s, 202s) until proficiency is 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 100, 111, 112, 131, 132, 211, 212, 213A, 213B, 231, 232, 235, 302, 327, 335B, 375, 376, 402, 431B; MUED 472 or any MUSI 300 or above; AMUV 121a, 122a, 221a, 222a, 321a, 322a, 421a, 422a; 2 hours MUSI 314; Ensemble participation is required each semester: 1 semester enrolled in MUSI 118 and remaining semesters enrolled in MUSI 108; 1 semester enrolled in MUSI 119 and 1 semester enrolled in MUSI 109. Enrollment in piano study AMUP 111s, AMUP 112s, and, if necessary, continued registration in zero-credit piano lessons (e.g. AMUP 201s, 202s) until proficiency is completed.

Bachelor of Music in Instrumental Performance: 60 semester hours, including MUSI 100, 111, 112, 131, 132, 211, 212, 231, 232, 235, 302, 327, 335A or 335C, 339, 375, 376, 402; MUSI 431A or 431C; MUED 472 or any MUSI 300 or above;

AMU_ 121a, 122a, 221a, 222a, 321a, 322a, 421a, 422a; 2 hours MUSI 319; Ensemble participation is required each semester: 1 semester enrolled in MUSI 114 or 117; remaining semesters enrolled in MUSI 104 or 107. Enrollment in piano study AMUP 111s, AMUP 112s, and, if necessary, continued registration in zero-credit piano lessons (e.g. AMUP 201s, 202s) until proficiency is completed.

Bachelor of Arts in Music: 35 semester hours, including MUSI 100, 111, 112, 131, 132, 211, 212, 231, 232, 235, 327, 401A; MUED 472 or any MUSI 300 or above; AMU_ 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; Ensemble participation is required each semester: 1 semester enrolled in MUSI 114, 117, or 118; remaining semesters enrolled in MUSI 104, 107, or 108. Enrollment in piano study AMUP 111s, AMUP 112s, and, if necessary, continued registration in zero-credit piano lessons (e.g. AMUP 201s, 202s) until proficiency is completed.

Supporting courses for Bachelor of Arts in Music: 13 semester hours, including MUSI 375 or 376; 3 hours of either visual arts or dramatic media; 7 hours to be determined in consultation with advisor.

Minor in Music: 23 hours, including MUSI 100, 111, 112, 131, 132, 235; AMU_ 111p, 112p, 211p, 212p (additional applied lessons must continue at the 'p' level); 6 hours upper division music courses. Ensemble participation is required each semester: 2 semesters enrolled in MUSI 114, 117, or 118; remaining semesters enrolled in MUSI 104, 107, or 108.

SCHOOL OF MUSIC CAPSTONE REQUIREMENTS:

Bachelor of Music in All-Level Music Education, Vocal Emphasis
Student teaching fulfills the capstone requirement and requires registration in EDUC 438, EDUC 462 and READ 436.

Bachelor of Music in All-Level Music Education, Instrumental Emphasis
Student teaching fulfills the capstone requirement and requires registration in EDUC 438, EDUC 462 and READ 436.

Bachelor of Music in Vocal Performance
Preparation and performance of the Senior Recital fulfills the capstone requirement and requires concurrent registration in AMUV 422a, MUSI 314 and MUSI 402.

Bachelor of Music in Instrumental Performance
Preparation and performance of the Senior Recital fulfills the capstone requirement and requires concurrent registration in AMU_ 422a, MUSI 319 and MUSI 402.

Bachelor of Arts in Music
Preparation and performance of the Senior Capstone Recital fulfills the capstone requirement and requires concurrent registration in AMU_ 412p, MUSI 319 or MUSI 314 and MUSI 401.

MUSIC COURSES:

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 103. Mariachi (0:0:2)
MUSI 113. Mariachi (1:0:2)
This course encompasses the study, rehearsal, and performance of music in traditional Mariachi style. Ensemble members are required to participate in rehearsals and performances at both on-campus and off-campus venues.

MUSI 104. Orchestra (0:0:2)
MUSI 114. Orchestra (1:0:2)
Open by audition to all students of the university. The orchestra prepares and studies selections from the standard orchestral repertoire each semester. Members are encouraged to enroll in private lessons.

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. 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. 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 109. Opera/Music Theatre Workshop (0:0:2)
MUSI 119. Opera/Music Theatre Workshop (1:0:2)

This course is designed as a training medium for young singers interested in the performance of opera music and music theatre. Due to the advanced nature of the repertoire, instructor approval is required for any student not majoring in music.

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, principles of voice leading and root position 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 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, non-chord tones and an in-depth study of voice- leading principles when using dominant seventh chords. 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 213A. Diction - English & Italian (1:1:1)
MUSI 213B. Diction - French & German (1:1:1)
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 principles and majors. Prerequisite: concurrent enrollment in applied vocal lessons.

MUSI 214. Jazz Improvisation (1:1:0)
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 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 20th 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 a detailed study of voice leading using diatonic seventh chords, chromaticism and altered chords, secondary dominant chords and their functions, secondary leading- tone chords and their functions, modulation and tonicization, key relationships, binary forms, ternary forms, rounded binary forms and other formal designs. 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 mode mixture and borrowed chords, modulations involving mode mixture, the neapolitan chord, augmented sixth chords, enharmonic spellings and modulations, added-note chords and simultaneities, tonal harmony in the late 19th century and an introduction to 20th century practices. 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: B.A. in Music & B.M. 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 consists of approximately 30-35 minutes of music. The recital will be composed of solo works from various style periods. Junior recitals must include program notes with their performance. 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. The student must be concurrently enrolled in applied study.

MUSI 302. Junior Recital: B.M. in Performance (0:0:3)
Recital for junior students seeking the Bachelor of Music in Performance degree. This recital is a degree requirement. The junior recital consists of approximately 30-35 minutes of music. The recital will be composed of solo works from various style periods. Junior recitals must include programs notes with their performance. 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. The 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 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. This course is offered every three years.

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 necessary for the teaching of music in the primary and intermediate grades.

Students will be expected to sing, teach, and participate at a high level of preparedness. A minimum of 3 hours of observation time required 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 335A. Pedagogy – Instrumental (3:3:0)
MUSI 335B. Pedagogy – Vocal (3:3:0)
MUSI 335C. Pedagogy – Strings (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 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, 232, 235.

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, 232, 235.

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 401A. Senior Capstone Recital: B.A. in Music (0:0:2)
MUSI 401B. Senior Capstone Recital: BM in All-Level Music Education (0:0:2)
Capstone for senior students seeking the Bachelor of Arts in Music degree (MUSI 401A) or the Bachelor of Music in All-Level Music Education degree (MUSI 401B). This recital consists of approximately 30-35 minutes of music. The recital will be composed of solo works from various style periods. Senior capstone recitals must include program notes with their performance. 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. The student must be in compliance with recital attendance requirements to enroll. MUSI 401A requires concurrent enrollment in applied study and repertoire coaching for credit, either MUSI 314 or MUSI 319, as appropriate to the degree being sought.

MUSI 402. Senior Recital: B.M. 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 solo works 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. The student must be in compliance with recital attendance requirements and be concurrently enrolled in applied study and repertoire coaching for credit, either MUSI 314 or MUSI 319, as appropriate to the degree being sought.

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 431A. Solo & Ensemble Literature – Instrumental (3:3:0)
MUSI 431B. Solo & Ensemble Literature – Vocal (3:3:0)
MUSI 431C. Solo & Ensemble Literature – Strings (3:3:0)
A survey of solo and ensemble literature with an emphasis on style, performance, practice and the historical and cultural context of the works studied.

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. This course is offered every three years.

MUSIC EDUCATION COURSES:

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, participating in a major ensemble. 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. Grades for applied study are submitted prior to juries. If this applied lesson grade is designated by the instructor as a grade of D or F, the student will be unable to participate in the jury process and must re-take the level of lesson in which they were registered. Music Education majors enrolled in the final level of applied lessons during the student teaching semester will be exempt from the jury process, provided they are maintaining a passing studio grade. 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 1 hour of credit in applied music, a student is expected to take one lesson per week and practice a minimum of 5 hours; to receive 2 hours credit, the student will take two lessons per week and practice a minimum of 10 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

AMUA 100. Oboe Laboratory (0:0:1)
AMUB 100. Bassoon Laboratory (0:0:1)
AMUD 100. Double Bass Laboratory (0:0:1)
AMUE 100. Euphonium 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)
AMUI 100. Cello Laboratory (0:0:1)
AMUK100. Clarinet Laboratory (0:0:1)

AMUN 100. Percussion Laboratory (0:0:1)
AMUO 100. Organ Laboratory (0:0:1)
AMUP 100. Piano Laboratory (0:0:1)
AMUR 100. Trombone Laboratory (0:0:1)
AMUS 100. Saxophone Laboratory (0:0:1)
AMUT 100. Trumpet Laboratory (0:0:1)
AMUU 100. Tuba Laboratory (0:0:1)
AMUV 100. Voice Laboratory (0:0:1)
AMUY 100. Viola Laboratory (0:01)
AMUZ 100. Violin Laboratory (0:01)

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 1 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 2 hours credit. One hour lesson per week. Instructor or departmental approval required.

The fourth letter in the prefix 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

These numbers will be followed by a suffix comprised of one of the following letters indicating the level of instruction:

a = applied level for performance degrees
p = principal level for Music Education and B.A. degrees
s = secondary level for music majors on secondary instrument
e = elective level for non-music majors

AMMS 113c. Introductory Voice Methods (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 Methods (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 or MUSIV.

AMMS 115c. Brass Methods (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 or MUSIV.

AMMS 116c. Percussion Methods (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 Methods (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 or MUSIV.

AMMS 118c. Beginning Guitar Methods (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 Methods (1:2:0)
A continuation of AMMS 113c.

AMMS 318c. Advanced Guitar Methods (1:2:0)
A continuation of AMMS 118c. May be taken twice for credit.

NURSING

The Department of Nursing, in harmony with the mission of Texas Lutheran University, prepares professional nurses grounded in a faith-based foundation to fulfill their calling of service, caring, and leadership in diverse healthcare environments. Our mission is to:

1. Deliver high-quality, competency-based nursing education that fosters

academic excellence, critical thinking, and professional identity within a community of learning and faith.

2. Collaborate across disciplines and serve as leaders and advocates for health equity, population health, and evidence-based practice in partnership with communities and healthcare systems.

3. Engage in scholarship and lifelong learning to advance nursing knowledge, improve health outcomes, and contribute to the evolving evidence base of the profession.

The department offers curricula that is approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), and the Texas Board of Nursing and leads to a Bachelor of Science in Nursing (BSN) or Master of Science in Nursing (MSN). In addition, the baccalaureate degree in nursing program and the master's degree in nursing program at TLU are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791. The pre-licensure BSN and MSN programs are competitive entry programs with limited space.

Emphasis for the nursing program is placed on preparing the student to become a professional nurse for the 21st century in a variety of healthcare settings as they care for patients across the lifespan and health-illness continuum. In addition, graduates will be prepared to continue their education in graduate programs in specialized nursing fields.

Major in Nursing-Pre-Licensure Traditional Bachelor of Science in Nursing (TBSN) Track

The pre-licensure TBSN track is for students who wish to major in nursing as an undergraduate student. Graduates of this pre-licensure TBSN track are eligible for Texas state licensure after successfully completing the requirements from the Texas Board of Nursing and passing the National Council Licensure Examination for Registered Nursing (NCLEX®-RN). Admission to the pre-licensure TBSN track is competitive with limited space.

Criteria for Admission for the pre-licensure TBSN track

All students who wish to be considered for admission to the nursing program in their junior year must complete the following by the application deadline.

1. Accepted as a TLU student or be a current TLU student in good standing.
2. Completion of or currently enrolled in all prerequisite courses for the pre-licensure TBSN track (to be completed before enrollment in nursing courses). Note: Art and Humanities may be taken concurrently with nursing courses or in the summer but must be completed before starting the last semester of the pre-licensure TBSN track.
3. Completion of biology and chemistry prerequisites within at least seven

years from the time of application to the pre-licensure TBSN track.

4. Completion of the nursing program online application by the deadline for admission.
5. Three reference evaluation forms completed by healthcare supervisors and/or faculty who are familiar with the student's academic and professional performance.
6. Earned at least a "C" in each prerequisite course with a total prerequisite GPA of at least a 3.0 on a 4.0 scale.
7. A minimum score of $\geq$ 70 total score on the TEAS® for RN programs (Test for Essential Academic Skills) exam within the last year.
8. Completion of the Texas Board of Nursing Mandatory Background Check (must provide a copy of the official *blue card*) before official acceptance into the pre-licensure TBSN track.
9. Completion of all clinical practicum/participation requirements before official acceptance into the pre-licensure TBSN track.

Transfer Policy for the pre-licensure TBSN track

Students wishing to transfer into the TLU pre-licensure BSN track must follow the same application process for students currently enrolled at TLU (noted above). The student must first be accepted by the TLU Office of Admissions and then complete the nursing application process.

Major in Nursing - Pre-licensure TBSN Track: 60 credit hours to include:

1st Semester (15 hrs)	2nd Semester (15 hrs)	3rd Semester (16 hrs)	4th Semester (14 hrs)
NURS 330 (4)	NURS 340 (7)	NURS 430 (3)	NURS 440 (5)
NURS 332 (5)	NURS 342 (5)	NURS 431 (3)	NURS 442 (2)
NURS 334 (3)	NURS 344 (3)	NURS 432 (7)	NURS 443 (7)
NURS 338 (3)		NURS 434 (3)	

General Education Courses: 24 credit hours to include:

MATH 133	College Algebra or higher (3)	COMP 131	English Composition I (3)
FREX 134	Exploring the Arts & Sciences (3)	COMP 132	English Composition II (3)
THEO 133	Introduction to Theology (3)		Arts Elective (3)
SPAN 131	Spanish Lang & Culture I (3)		Humanities Elective (6)

Additional Supporting Courses: 40 credit hours to include:

BIOL 245	Human A & P I (4)	COMM 374	Professional Speaking (3)
BIOL 246	Human A & P II (4)	PSYC 131	Introduction to Psychology (3)
BIOL 233	Pathophysiology (3)	PSYC 236	Developmental Psychology (3)

BIOL 235	Nutrition (3)	SOCI 130	Introduction to Sociology (3)
BIOL 242	Microbiology (4)	STAT 374	Statistics (3)
CHEM 147	Principles of Chem. (4)		

Major in Nursing-Accelerated Bachelor of Science in Nursing (ABSN) Track

The accelerated baccalaureate degree (ABSN) track is a pre-licensure track designed for students who wish to pursue a major in nursing. The ABSN track can be completed in as few as 16 months/four semesters. Courses start three times a year (summer, fall, and spring). Graduates of the pre-licensure ABSN track are eligible for Texas state licensure after successfully completing the requirements from the Texas Board of Nursing and passing the National Council Licensure Examination for Registered Nurses (NCLEX ®-RN). Admission to the ABSN track is competitive with limited space.

Criteria for Admission for ABSN Track

All students who wish to be considered for admission to the ABSN track must complete the following by the application deadline.

1. Students with an earned baccalaureate degree in another major are eligible to apply for admission to the ABSN track at the New Braunfels or Houston campuses, or (at the Houston campus only),
   students with an earned associate degree in another major or who have completed at least 64 academic credits from a regionally accredited institution and completed all prerequisite requirements listed below are eligible to apply for transfer into the ABSN track at the Houston campus
2. Cumulative undergraduate GPA of 3.0 or higher.
3. Cumulative GPA of 3.0 or higher in prerequisite courses.
4. Completion of or currently enrolled in all prerequisite courses. The following prerequisite courses must have been taken in the last seven years:
   a. BIOL 245 Human A&P I
   b. BIOL 246 Human A&P II
   c. BIOL 233 Pathophysiology
   d. BIOL 242 Microbiology
   e. CHEM 147 Principles of Chemistry
   f. BIOL 235 Nutrition

5. Additional prerequisite courses. Students who hold a bachelor's degree must complete the following prerequisites:
    a. PSYC 236 Developmental Psychology
    b. STAT 374 Statistics

    Students who transfer to TLU(whether or not they have an earned associates degree) must complete the general education requirements by transferring in or taking:

    a. An ethics focused course (NURS-334)
    b. Introduction to Theology, THEO-133 (3) (at a Texas community college it would be one of the following: PHIL-1304, 1316, 1317).
    c. The nursing prerequisites:
        - MATH-133, College Algebra or higher (3)
        - SPAN-131, Spanish Language & Culture I (3)
        - COMP-131, English Composition I (3)
        - COMP-132, English Composition II (3)
        - COMM-374, Professional Speaking (3)
        - PSYC-131, Introduction to Psychology (3)
        - PSYC-236, Developmental Psychology (3)
        - SOCI-130, Introduction to Sociology (3)
        - STAT-374, Statistics (3)
    d. If needed, electives to get to 64 total hours. There are 60 hours of clinical nursing coursework once students are admitted into the nursing program. If students have less than 64 hours of transfer work and are admitted, they will need to take electives to get to 64 since the BSN degree requires 124 total hours of coursework.
6. Complete the ABSN track online application through Nursing CAS.
7. Provide official transcripts from all institutions attended.
8. Provide one reference evaluation form (additionally, a letter of recommendation is highly encouraged).
9. Complete two short essay questions.
10. Overall proficiency score of 70% on the TEAS RN® (Test for Essential Academic Skills) exam within the last twelve months.
11. Completion of all health requirements before the deadline.
12. Completion and clearance of the Texas Board of Nursing Mandatory Background Check and Urine Drug Screening by all applicants of nursing programs in Texas.

Transfer Policy for Accelerated BS in Nursing (ABSN) Track

Any student wishing to transfer into the TLU pre-licensure ABSN track must follow the Accelerated Bachelor of Science in Nursing (ABSN) application process outlined above.

Major in Nursing (ABSN) – Accelerated Bachelor of Science in Nursing Track: 60 credit hours to include:

1st Semester (15 hrs)	2nd Semester (15 hrs)	3rd Semester (16 hrs)	4th Semester (14 hrs)
NURS 330 (4)	NURS 340 (7)	NURS 430 (3)	NURS 440 (5)
NURS 332 (5)	NURS 342 (5)	NURS 431 (3)	NURS 442 (2)
NURS 334 (3)	NURS 344 (3)	NURS 432 (7)	NURS 443 (7)
NURS 338 (3)		NURS 434 (3)	

Retention in the Nursing Program

1. Maintain a minimum cumulative GPA of 2.7 on a 4.0 scale in all courses completed at TLU for graduation requirements.
2. Maintain a minimum grade of "C" or better in all nursing courses. A student who does not obtain the minimum grade in a nursing course will be off-track and will need to submit a letter to petition for re-enrollment. Each petition will be reviewed on a case-by-case basis to determine eligibility to repeat a course and probationary terms. Probation decisions may be limited by space availability in each cohort. A nursing student will be required to meet all probationary terms to continue in the program.
3. If a student earns a grade less than "C" in any two nursing courses, they will be academically dismissed from the nursing program.
4. Demonstrate continual progress toward completing all nursing courses, competencies, and clinical proficiencies.
5. Demonstrate appropriate professional behavior during the time in the program, including in the classroom, laboratory sessions, and clinical agencies.
6. Comply will all policies and procedures outlined in the TLU and Department of Nursing Student Handbooks.

Major in Nursing-Direct Entry Master of Science in Nursing (DEMSN) Program

The direct entry Master of Science in Nursing track is a pre-licensure track designed for students who wish to pursue a Bachelor of Science in Nursing and a Master of Science in nursing concurrently and have completed a baccalaureate degree in any academic major. The DEMSN track can be completed in 20 months/ five semesters.

Courses start three times a year (summer, fall, and spring). Graduates of the pre-licensure DEMSN track are eligible for Texas state licensure after successfully completing the requirements from the Texas Board of Nursing and passing the National Council Licensure Examination for Registered Nurses (NCLEX ®-RN). Admission to the DEMSN track is competitive with limited space.

Admission Criteria for the Direct Entry Master of Science (DEMSN) Track

All students who wish to be considered for admission to the DEMSN track must complete the following by the application deadline.

1. Earned a baccalaureate degree from a regionally accredited institution.
2. Cumulative undergraduate GPA of 3.0 or higher.
3. Cumulative GPA of 3.0 or higher in prerequisite courses.
4. Completion of or currently enrolled in all prerequisite courses. The following prerequisite courses must have been taken in the last seven years:
    a. BIOL 245 Human A&P I
    b. BIOL 246 Human A&P II
    c. BIOL 233 Pathophysiology
    d. BIOL 242 Microbiology
    e. CHEM 147 Principles of Chemistry
    f. BIOL 235 Nutrition
5. Plus, completion of the following prerequisite courses:
    a. PSYC 236 Developmental Psychology
    b. STAT 374 Statistics
6. Complete the DEMSN track online application through Nursing CAS.
7. Provide official transcripts from all institutions attended.
8. Provide one reference evaluation form (additionally, a letter of recommendation is highly encouraged).
9. Complete two short essay questions.
10. Overall proficiency score of 70% on the TEAS RN® (Test for Essential Academic Skills) exam within the last twelve months with a SCIENCE TEAS score of 70% or higher.
11. Completion of all health requirements before the deadline.
12. Completion and clearance of the Texas Board of Nursing Mandatory Background Check and Urine Drug Screening by all applicants of nursing programs in Texas.

Retention in the Direct Entry Master of Science in Nursing Program

1. Maintain a minimum cumulative GPA of 3.0 on a 4.0 scale for all graduate courses completed atTLU for graduation requirements.
2. Receive at least a "C" in all nursing courses to progress to the next

semester of courses. Agrade of less than "C" for graduate, courses is considered a course failure. If a student falls below a 3.0 GPA for graduate courses at any time, they will be placed on academic probation for the upcoming semester and will be issued a learning success plan to assist them in increasing their GPA back to a 3.0. If a student is not able to increase their GPA to a 3.0 after one semester of academic probation, they may be removed from the DEMSN program and will have the opportunity to transfer to either the Accelerated or traditional BSN nursing track.

3. If a student earns a grade less than "C" in any two nursing courses, they will be academically dismissed from the nursing program.
4. Demonstrate continual progress toward completing all nursing courses, competencies and clinical proficiencies.
5. Demonstrate appropriate professional behavior during the time in the program, including in the classroom, laboratory sessions, and clinical agencies.

Comply will all policies and procedures outlined in the TLU and Department of Nursing Student Handbooks.

Major in Nursing (MSN) – Accelerated Master of Science in Nursing Track: 75 credit hours to include:

1st Semester (16 hours)	2nd Semester (16 hours)	3rd Semester (17 hours)
NURS 520 (2 hours)	NURS 521 (2 hours)	NURS 624 (2 hours)
NURS 531 (3 hours)	NURS 528 (2 hours)	NURS 631 (3 hours)
NURS 533 (3 hours)	NURS 536 (3 hours)	NURS 632 (3 hours)
NURS 534 (3 hours)	NURS 541 (4 hours)	NURS 690 (9 hours)
NURS 550 (5 hours)	NURS 551 (5 hours)	
4th Semester (15 hours)	**5th Semester (11 hours)**	
NURS 620 (2 hours)	NURS 626 (2 hours)	
NURS 639 (3 hours)	NURS 629 (2 hours)	
NURS 646 (4 hours)	NURS 670 (7 hours)	
NURS 663 (6 hours)		

NURSING COURSES:

NURS 330. Age Span Bio-Psycho-Social-Spiritual Assessment (4:3:3)
Addresses concepts related to holistic health assessment across the life span for evidence- based nursing practice, including interviewing, health history and physical assessment techniques. Emphasis is on recognition of normal findings, common functional health pattern deviations associated with pathologies and pharmacological concepts related to assessment. Pre-requisite/Co-requisite: admission to Nursing Program/NURS 332.

NURS 332. Fundamental Nursing Concepts & Practice (5:3:6)
Addresses basic nursing concepts, therapeutic and evidence-based nursing processes, and beginning skills, techniques, and procedures for professional registered nursing practice across the life span with a focus on the health end of the health-illness continuum. Safe, therapeutic, legal and ethical medication administration and complementary/alternative modalities are examined. Prerequisite/ Co-requisite: admission to Nursing Program NURS 330.

NUR 334. Evidence-Based Professional Nursing I (3:3:0)
Addresses the historical, contemporary and global perspectives on the role of nursing in society, professional nursing roles and regulatory requirements within the context of contemporary healthcare delivery systems. Emphasis is on ethical and legal foundations of nursing, selected nursing theories and standards of nursing practice to guide the student in development of professional nursing practice. Pre-requisite: admission to Nursing Program or permission from Director of Nursing.

NURS 338. Pharmacology (3:3:0)
Introduces the science of pharmacology and considers the role of the registered nurse in the preparation, management and administration of medications. The course provides a working description of the principles of pharmacodynamics and pharmacokinetics and identifies the actions of drugs with an emphasis on understanding the action of medications, safe administration and competence of providing safe patient centered care. Pre-requisite: admission to Nursing Program or permission from Director of Nursing.

NURS 340. Complex Nursing Concepts & Practice I (7:4:9)
The first of two courses focusing on complex nursing concepts related to age specific clients with acute and chronic health alterations. Emphasis is on the impact of communications and life experiences on health status, collaborative management of medications, therapeutic procedures/treatment, restoration and rehabilitation and patient and caregiver education. Application includes critical reasoning, skills and judgment in providing nursing interventions and evidence-based practice in acute and chronic care areas. Pre-requisite: NURS 330 and 332.

NURS 342. Behavioral Health/Psychiatric Nursing (5:3:6)
Focuses on behavioral/psychiatric nursing concepts related to preventive and therapeutic measures for psychiatric and behavioral health applied to individuals of all ages, families and communities. Emphasis includes cultural and social influences and perceptions related to mental illness, as well as concepts related to emotions such as mood, affect and anxiety, coping and stress and cognitive functioning including psychosis and maladaptive behavior related to addiction, violence and sexuality. Pre-requisite/ Co-requisite: NURS 330 and 332/NURS 340.

NURS 344. Nursing Research for Evidence-Based Practice (3:3:0)
Focuses on comparison of qualitative and quantitative nursing research with emphasis on the basic research process as the foundation for evidence-based nursing practice and identifying systems to determine validity and reliability of research. Application includes understanding of key research terminology, use of research techniques to monitor nurse sensitive client care indicators and leadership outcomes, and critical appraisal skills to become competent research consumers. Pre-requisite: admission to Nursing Program or permission from Director of Nursing.

NURS 430. Care of the Childbearing Family Principles and Practice (3:2:3)
This course introduces baccalaureate nursing students to the principles of maternal-newborn nursing, focusing on the care of women during pregnancy, labor, birth, and the postpartum

period, as well as the care of newborns and families. Students will integrate theoretical knowledge with clinical application to promote safe, patient-centered, and culturally competent care. Emphasis is placed on developing clinical reasoning, communication, and hands-on assessment skills within the framework of family-centered and evidence-based practice. Simulation, case studies, and clinical experiences are utilized to strengthen assessment, critical thinking, and professional identity formation. Prerequisite: NURS340.

NURS 431. Pediatric Nursing Principles and Practice (3:2:3)
This course introduces nursing care for children and adolescents within a family-centered and developmentally appropriate framework. Students learn to assess the physical, emotional, and social needs of pediatric patients, including the effects of illness and chronic conditions on families. The course emphasizes safe and evidence-based nursing care, basic pediatric pharmacology, effective communication, and clinical decision-making. Through hands-on and interactive learning experiences, students develop professional responsibility, ethical practice, cultural awareness, advocacy skills, and the ability to work collaboratively in a variety of pediatric care settings.

NURS 432. Complex Nursing Concepts & Practice II (7:4:9)
The second course that focuses on complex nursing concepts related to age specific clients with acute and chronic health alterations, including complex, multi-system health issues such as shock, trauma, transplantation, disaster management. Emphasis is on the impact of communications and life experiences on health status, collaborative management of medications, therapeutic procedures/treatment, restoration and rehabilitation and patient and caregiver education at a higher level of practice. Application includes critical reasoning, skills and judgment in providing nursing interventions and evidence-based practice in acute and critical care areas. Pre-requisite: NURS 340.

NURS 434. Leadership and Management of Nursing Care (3:3:0)
Designed to develop clinical-leadership and management skills and competencies for the novice professional registered nurse as a member of the healthcare team delivering high quality, patient-centered care. Emphasis is on theories, evidence-based practice and research applied to unit and middle management leadership and within the healthcare system, along with personal attributes for nursing leadership in direct patient care areas, including adult care, maternal-child units, behavioral mental health and community agencies. Prerequisites: NURS 344 and 334.

NURS 440. Community Health Nursing (5:3:6)
Presents an overview of population-focused nursing practice and community health nursing responsibilities in various health settings. Emphasis is on the application of the processes to population-focused practice and commonly encountered health problems of families and aggregates in the community in the context of promoting and protecting the health of populations. Prerequisites: NURS 342, 430 and 432.

NUR 442. Evidence-Based Professional Nursing II (2:2:0)
Further develops the evidence-based professional nursing competencies to practice in healthcare organizations now and in the future. Emphasis is on nurse practice standards and values as described in the Texas Nurse Practice Act and the American Nurses Association as applied to management skills, professional ethics, regulatory requirements, delegation and supervision of unlicensed personnel to ensure the safe, orderly and effective delivery of healthcare in complex systems. Pre-requisite/ Co-requisite: NURS 334/NURS 443.

NURS 443. Capstone - Nursing Leadership Practicum (7:2:15)
Focus is on a practicum experience for the student under the guidance and supervision of a preceptor (registered nurse) in assuming various roles of the professional nurse, including

member of the profession, provider of patient-centered care, patient safety advocate and healthcare team member, in a variety of clinical settings. Specific roles emphasized are leader and manager of care for a group of patients, communicator, teacher and consumer of research applicable to evidence-based practice. Implementation of an appropriate senior capstone project will demonstrate application of the principles and concepts of nursing practice. Pre-requisites/Co-requisites: NURS 432, 430, 434, and 342/NURS 440 and 442.

NURS 520. Pharmacology (2:2:0)
This course introduces the concepts and general principles of pharmacology. Emphasis is placed on pharmacotherapeutics, pharmacokinetics, and pharmacodynamics of major drug classes. Learners will apply knowledge gained in this course across the healthcare continuum.

NURS 521. Nursing Informatics (2:2:0)
This course introduces students to the role of nursing informatics. Emphasis is placed on the utilization of information technology to improve client safety and healthcare outcomes.

NURS 528. Promoting Health in Older Adults (2:2:0)
This course focuses on understanding the aging process and the role of the nurse in promoting healthy aging across a variety of care settings. Emphasis is on factors affecting physical, psychological, social, and spiritual well-being of older adults. Strategies for promoting health through the provision of evidence-based care and interprofessional collaboration in planning, implementing, and evaluating care of the of the older adult with complex co-morbidities, polypharmacy, and major geriatric syndromes are explored.

NURS 531. Age-Span Health Assessment I (3:2:3)
This course addresses concepts related to holistic health assessment across the life span through the collection and analysis of data utilizing client interviewing skills and physical assessment techniques with an emphasis on recognition of normal findings and common functional health patterns. Assessment includes the physical, psychological, social, and environmental aspects of health to support equitable client-centered care within various settings. Laboratory experiences assist in development of basic assessment of clients presenting with normal findings.

NURS 533. Comprehensive Pathophysiology (3:3:0)
This course examines concepts of pathophysiology essential to understanding disease and disability that progress beyond the normal compensatory capabilities of the human body systems across the lifespan.

NURS 534. Evidence-Based Professional Nursing I (3:3:0)
This course addresses the historical, contemporary, and global perspectives related to the role of nursing influencing healthcare today and evidence-based practices related to the science of nursing. Emphasis is placed on the ethical, legal, and theoretical foundations of nursing. Students will explore the standards of practice used to guide the development of professional nursing and utilize critical appraisal skills.

NURS 536. Nursing Research I (3:3:0)
This course focuses on research methods, levels of evidence, tools for data collection and data analysis. Students will also explore nurse-sensitive/quality indicators to identify a research question. Emphasis is placed on development of a research proposal or evidence-

based quality improvement project proposal.

NURS 541. Behavioral Health Nursing (4:3:3)
This course focuses on nursing concepts related to specific mental health needs of diverse clients across the lifespan. Cultural and social influences, as well as individual perceptions related to mental illness are explored. Emphasis is placed on the development of competencies in the ethical, safe, collaborative, and evidence-based provision of mental health care.

NURS 550. Fundamental Nursing Concepts & Practice (5:3:6)
This course addresses the knowledge and skills needed to provide safe and effective care to adults in a variety of health care settings. Students will integrate basic care and comfort techniques while caring for patients with basic disease processes and evaluate the effects on the client. Emphasis is placed on health promotion, health literacy, safety, and safe medication administration, including complementary and alternative therapeutic modalities.

NURS 551. Complex Nursing Concepts & Practice I (5:3:6)
This course focuses on nursing concepts related to care of adults experiencing complex acute and chronic medical surgical problems requiring therapeutic and restorative care in a variety of health care settings. Emphasis is placed on safety, health disparities, and promotion of health equity across a variety of disease processes with the provision of evidence-based care and interprofessional collaboration in planning, implementing, and evaluating care of the client. Students will explore the impact of acute and chronic health alterations on clients and families.

NURS 620. Pharmacology II (2:2:0)
This course is a continuation of Pharmacology I and is designed to develop student's ability to synthesize knowledge of pharmacotherapeutics, pharmacokinetics, and pharmacodynamics. Emphasis will be placed on safe medication administration to clients with a variety of health conditions, considering the effects of culture, ethnicity, age, pregnancy, gender, and funding sources on pharmacology.

NURS 624. Nursing Research II (2:2:0)
This course will guide students through implementation of a research or evidence-based practice project. Emphasis will be placed on seeing IRB approval, data collection, and analysis. Students will work with a faculty research mentor to complete their project.

NURS 626. Quality Improvement & Safety in Healthcare (2:2:0)
This course focuses on the concepts of quality improvement and patient safety. Students will explore a variety of quality and safety resources, tools, and reporting metrics. Students will examine quality and safety case studies drawn from current real-world practices to support learning.

NURS 629. Power, Policy, and Politics in Nursing (2:2:0)
This course examines the concepts of social and healthcare policy, power, and politics. Students will explore leadership strategies needed to positively influence social and healthcare policies within their organization, community, local, state, and national government.

NURS 631. Family-Centered Maternal-Newborn Nursing (3:2:3)
This course introduces students to the principles and practices of nursing care during pregnancy, childbirth, and the postpartum period, with a complimentary focus on the care

of the healthy and at-risk newborn. Emphasizing a holistic, family centered approach, the course covers the physiological, psychological, and sociocultural aspects of maternal and newborn health. Students will gain knowledge and skills related to prenatal assessments, labor and delivery management, postpartum care, and newborn evaluation and interventions. Key topics include reproductive health, fetal development, intrapartum and postpartum complications, neonatal adaptation to extrauterine life, and the promotion of breastfeeding and bonding. Clinical and simulation experiences are integrated to enhance critical thinking, communication, and hands-on skills in diverse care settings. Prerequisite: NURS 551.

NURS 632. Pediatric Nursing: Principles and Practice (3:2:3)
This course provides an advanced study of pediatric nursing within a family-centered, developmentally appropriate framework. Students critically assess the physical, psychosocial, developmental, and sociocultural needs of children and adolescents, including the impact of illness and chronic conditions on families. Emphasis is placed on evidence-informed care, clinical reasoning, pediatric pharmacology, therapeutic communication, and implementation of best-practice interventions. Through interactive and experiential learning, students develop professional accountability, ethical and legal decision-making, advocacy, cultural humility, and interprofessional collaboration in diverse pediatric settings.

NURS 639. Evidence-Based Professional Nursing II (3:3:0)
This course focuses on the investigation and integration of leadership and management concepts relevant to ethical and critical decision making in healthcare. Emphasis is placed on prioritization and delegation by the nurse to develop the critical skills to succeed as leaders at the local, state, and national healthcare levels. Students will explore topics such as conflict resolution, resource management, and peer review processes.

NURS 646. Population & Community Health Nursing (4:3:3)
This course focuses on community health concepts for promoting client, family, and community wellness. Emphasis is placed on evidence-based care, interprofessional care coordination, health disparities, disaster management, and professional aspects of nursing in a variety of settings.

NURS 663. Complex Nursing Concepts & Practice III (6:3:9)
This course builds on Advanced Health Assessment and Care of Complex Populations and focuses on nursing concepts related to the care of the critically ill adult experiencing health alterations including burns, shock, trauma, and organ transplantation. Emphasis is placed on quality improvement processes, the provision of evidence-based care and interprofessional collaboration in planning, implementing, and evaluating care of the client.

NURS 670. Transition to Practice & Clinical Practicum (7:1:18)
This course provides students with the opportunity to synthesize and critically apply theoretical perspectives and evidence-based knowledge from nursing and related sciences to professional nursing practice. Practicum experiences provide opportunities for students to work with a registered nurse preceptor in a variety of healthcare settings with an emphasis on comprehensive patient centered care and transition to professional nursing.

NURS 690. Adv Healthcare Assessment & Care of Complex Populations (9:5:12)
This course builds on the health assessment knowledge and skills developed in Age Span Assessment I and places those skills in the context of caring for complex populations. Focus is on nursing care related to the patient experiencing health alterations with multi-system

involvement and emphasizes the synthesis of evidence-based management. Previously acquired skills in client interviewing, biopsychosocial, and cultural assessment will be enhanced by incorporating disease-specific laboratory and diagnostic findings that facilitate collaboration with the health care team. Laboratory experiences will be designed to assist in developing a systems approach to patient care that assimilates knowledge of health alterations with associated physical and diagnostic assessment criteria that contribute to clinical decision-making. Prerequisite: NURS 551, NURS 531.

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 TLU, 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 133, 232, 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 COURSES:

PHIL 131. Ethics Bowl (3:3:0)
This course is an interdisciplinary, case-study approach to practical contemporary ethical issues in education, engineering, law, medicine, personal relationships, politics, etc. Students will develop critical thinking skills and oral presentation skills. Students will also conduct research on ethical cases and learn theoretical ethical concepts and frameworks to apply to the cases. Students will present and defend positions on the cases in the form of a team debate and are expected to participate in the Texas Regional Ethics Bowl competition and includes the possibility of participating in the National Intercollegiate Ethics Bowl.

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, such as world hunger, animal rights, euthanasia, abortion, capital punishment and sexual morality.

PHIL 133. 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 232. Logic (3:3:0)
Logic investigates the inference from reasons, or premises, to a conclusion. This course focuses on deductive logic. In a deductive argument, the conclusion is supposed to be a consequence of, or follow from, the premises. If the conclusion does follow from the premises, the argument is valid. Validity depends on the structure of the argument. Logic and validity matter since we want to distinguish good from bad argument forms. We will learn to translate between our formal symbolic system and natural language and learn two independent ways of assessing the validity of arguments.

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 133.

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 133.

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 133.

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 Presocratics, Socrates, Plato and Aristotle. Prerequisite: PHIL 133.

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 18th century. Emphasis is on major figures from Descartes 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. 1 to 3 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 20th century both the Anglo-American and Continental traditions. Prerequisite: PHIL 133, 335 or 336.

PHIL 434. Senior Seminar (3:3:0)
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

Physics courses are designed to acquaint the student with a broad knowledge of fundamental physical phenomena, strategies and techniques for studying and solving problems related to that broad range of physical phenomena, and understanding of how those who study physics contribute to our civilization in a wide range of science, technology and engineering career trajectories. Physics courses provide knowledge necessary for students preparing to pursue advanced degrees in physics, engineering, health professions and other science-related fields, as well as to enter the workforce in technical or entry-level engineering positions or teach at the secondary level. Physics courses 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.): 32 semester hours including PHYS 240, 241, 331, 332, 334, 335, 371, 438, plus 6 hours of upper-division physics electives.

Supporting courses for Physics (B.A.): 26 semester hours including CHEM 143, CHEM 144; MATH 241, MATH 242, MATH 334, MATH 343; CSCI 136 or CSCI 248.

Major in Physics (B.S.): 43 semester hours including PHYS 240, 241, 313, 331, 332, 334, 335, 336, 371, 384, 390, 437, 438; 1 additional upper-division physics course w/lab.

Supporting courses for Physics (B.S.): 30 semester hours including CHEM 143, CHEM 144; MATH 241, MATH 242, MATH 334, MATH 343; CSCI 248, STAT 374.

Major in Physics (B.S.) Computational Specialization: 46 semester hours including PHYS 240, 241, 313, 331, 332, 334, 335, 336, 371, 384, 390, 391, 437, 438; 1 additional upper-division physics course w/lab.

Supporting courses for Physics (B.S.) Computational Specialization: 37 semester hours including CHEM 143, CHEM 144, MATH 241, MATH 242, MATH 334, MATH 343, CSCI 248, CSCI 249, CSCI 338, STAT 374.

Major in Physics (B.S.) Grades 7-12 Physical Science Specialization:
Physics Coursework (34 hours): PHYS 240, 241, 313, 331, 332, 334, 371, 390, 438; UD PHYS Elective (w/lab); either PHYS 335 or 336.

Education & Reading Coursework (30 hours): EDUC 111, 272, 331, 373, 374 or 375, 421, 431, 438, 460, READ 436.

Supporting Coursework (49 hours): CHEM 143, CHEM 144, CHEM 248, CHEM 341, COMM 374, ENGL 2XX (lit), HIST 131, MATH 241, MATH 242, MATH 343, POLS 231, PSYC 236, two SPAN electives.

Note: if 7-12 Physics is a second specialization a student must have a minimum of 24 hours in the content area or minor to student teach in that area

Major in Physics (B.S.) Grades 7-12 Physics/Math Specialization (B.S.)
Physics Coursework (34 hours): PHYS 240, 241, 313, 331, 332, 334, 371, 390, 438; UD PHYS Elective (w/lab); either PHYS 335 or 336.

Education & Reading Coursework (30 hours): EDUC 111, 272, 331, 373, 374 or

375, 421, 431, 438, 460, READ 436.

Supporting Coursework (48 hours): COMM 374, ENGL 2XX (lit), HIST 131, MATH 233, MATH 234, MATH 241, MATH 242, MATH 334, MATH 337, MATH 343, POLS 231, PSYC 236, two SPAN electives, STAT 374.

Note: if 7-12 Physics is a second specialization a student must have a minimum of 24 hours in the content area or minor to student teach in that area

Major in Applied Physics (B.S.): 50 semester hours, including PHYS 240, 241, 313, 331 or 337, 332, 334, 335 or 336, 348, 371, 381, 384, 390, 391, 392, 437, 438*.

Supporting courses for Applied Physics (B.S.): 30 semester hours, including CHEM 143, CHEM 144, MATH 241, MATH 242, MATH 334, MATH 343, CSCI 248, STAT 374.

* Note – Senior Thesis must contain a design component.

Major in Applied Physics (B.S.) Computational Specialization: 50 semester hours, including PHYS 240, 241, 313, 331 or 337, 332, 334, 335 or 336, 348, 371, 381, 384, 390, 391, 392, 437, 438*.

Supporting courses for Applied Physics (B.S.): 37 semester hours, including CHEM 143, CHEM 144, MATH 241, MATH 242, MATH 334, MATH 343, CSCI 248, CSCI 249, CSCI 338, STAT 374.

* Note – Senior Thesis must contain a design component.

Minor in Physics: 20 semester hours, including PHYS 240, 241, 334, 384, plus 6 hours of upper-division physics electives.

PHYSICS COURSES:

PHYS 131. Freshman Sem: Tools for Success in Science & Engineering (3:2:3)
For all beginning students considering science or engineering studies. This course offers an introduction to basic physics principles, scientific methods, mathematical skills and the organized practice of scientists and engineers including exploration of a diverse range of career options with emphasis on contemporary trends in physics, applied physics and engineering.

PHYS 141. General College Physics I (4:3:3)
A general course in physics covering linear and rotational kinematics and dynamics, momentum, energy, fluids, waves and oscillations with emphasis on algebraic and trigonometric mathematical treatments and problem solving. Prerequisite: MATH 133 or higher.

PHYS 142. General College Physics II (4:3:3)
A general course in physics covering charge, electric and magnetic fields, circuits, electromagnetic waves, geometric optics, thermal physics and the ideas of quantum and

nuclear physics, with emphasis on algebraic and trigonometric mathematical treatments and problem solving. Prerequisite MATH 133 or higher and PHYS 141.

PHYS 143. Physics of Modern World Issues (4:3:3)
This course is a natural science and counts toward completion of the general education natural sciences & math distribution requirement. An exploration of the physics underlying modern world issues, current events, innovative technology, and public policy decisions. Topics include nuclear weapons, climate change, space travel, radioactivity, earthquakes, electromagnetic radiation, lasers, medical imaging, and other current relevant topics relating to modern society. Conceptual understanding is emphasized rather than mathematical problem solving. Background in physics or math not required.

PHYS 144. Concepts of Astronomy & Physics (4:3:3)
This course is a natural science and counts toward completion of the general education natural sciences & math distribution requirement. A hands-on, introductory course in astronomy and physics with minimal math. The course is specifically designed for non-science, non-math majors. The course content includes our solar system, other stars and nebulae, galaxies, and the evolution of the universe. The course also explores fundamental physics principles observed in everyday life experiences. Emphasis will be on understanding concepts rather than mathematical problem solving. No prerequisites or background in physics required.

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. Intro Physics for Scientists and Engineers I (4:3:3)
First of a three-semester sequence for students pursuing science and engineering studies. Topical coverage includes: kinetics, dynamics, momentum of particles and rigid bodies, work and energy, simple harmonic motion and an introduction to thermodynamics. Laboratory component introduces quantitative measurement skills within the framework of theoretical understanding, assessment of accuracy and uncertainty in measurements and experimental results, and technical communication. Prerequisite: MATH 241 or enrollment therein.

PHYS 241. Intro Physics for Scientists and Engineers II (4:3:3)
Second of the three semester sequence for students pursuing science and engineering studies. Topical coverage includes: electricity and magnetism, wave motion and an introduction to geometric optics. Laboratory component further develops quantitative measurement skills within the framework of theoretical understanding, assessment of accuracy and uncertainty in measurements and experimental results, and technical communication. Prerequisite: MATH 242, or enrollment therein, and PHYS 240.

PHYS 313. Modern Physics Laboratory (1:0:3)
A laboratory course to compliment the Modern Physics lecture course. The lab course provides hands-on experience with experiments in modern physics that are challenging at varying levels of expertise. Students will complete up to seven experiments in a semester including one experiment selected and designed by student teams. Prerequisite/corequisite: PHYS 334.

PHYS 331. Mechanics (3:3:0)

A treatment of classical mechanics at the advanced level including the development of the Lagrangian formulation of mechanics as an alternative to the Newtonian formulation. Topics include Lagrange's equations, oscillations, resonance, central forces and gravitation, noninertial reference frames, rotational motion, and other advanced topics. Prerequisite: PHYS 334 and PHYS 371.

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 343.

PHYS 334. Modern Physics (3:3:0)
Third of a three semester sequence for pursuing science and engineering studies. Topical coverage includes: special relativity, general relativity, wave-particle duality, atomic structure, introduction to quantum mechanics and other current topics in physics. Students are encouraged to enroll concurrently in Modern Physics Lab. Prerequisite: PHYS 241.

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 Schrödinger equation including 1-D potentials, central potentials, the hydrogen atom, angular momentum and spin. Also offered as CHEM 335. Prerequisites: PHYS 334 and PHYS 371.

PHYS 336. Statistical Thermodynamics (3:3:0)
Temperature, heat, entropy and the laws of thermodynamics as applied to simple classical and quantum systems. An introduction to statistical mechanics and the description of thermodynamic quantities in terms of ensemble averages. Prerequisite: PHYS 334 and PHYS 371.

PHYS 337. Dynamics (3:3:0)
Two- and three-dimensional kinematics and dynamics of particles and rigid bodies using the physical concepts of force, mass, acceleration; work and energy; and impulse and momentum, applied to a broad class of applied physics and engineering problems. Prerequisite PHYS 240 and MATH 242.

PHYS 339. Aerodynamics (3:3:0)
Topics include the four forces of flight: lift, weight, thrust, and drag, aircraft design, stability control, and high-speed flight characteristics. Prerequisites: PHYS 142 or PHYS 241.

PHYS 348. Applied Optics (4:3:3)
Topics in geometric and physical optics with emphasis on experimental application to contemporary physics, engineering and related fields. Prerequisite: PHYS 334 and PHYS 371.

PHYS 371. Mathematical Methods for Scientists and Engineers (3:3:0)
Topics in post-calculus mathematics for application to physics and engineering problems, special functions, Laplace and Fourier transformations, Fourier series, vector calculus, line and surface integrals, Green's and Divergence theorems, partial differential equations, applied linear algebra and linear operators and introduction to applied complex analysis. Also offered as MATH 371. Co/Prerequisite MATH 343.

PHYS 377. STEM by Inquiry Instructional Strategies. (3:3:0)
This course is required for students pursuing certification in secondary education in science or mathematics. The course introduces science content, science education theory, and research

and pedagogical strategies for the 7-12 STEM classroom. Students will learn content-relative, discipline-specific, best practice for success in the secondary STEM classroom. Prerequisites: Admission to the Educator Preparation Program and EDUC 332.

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 (4:3:3)
This course provides practical experience in using discrete components for Boolean, arithmetic and counting functions in a digital computation, number representations and individual gate circuits, and integrated circuits. The course covers both combinational and sequential circuits. Laboratory emphasis on applications in research instrumentation, industrial controls, and computer design. Prerequisite: MATH 136 or MATH 241. Cross-listed as CSCI-381.

PHYS 383. Electronic Instruments (3:2:3)
Emphasis on analysis of DC and AC circuits and systems and how theoretical treatments are manifested in basic electronic instruments; exploration of the use of these instruments in science and engineering. Includes laboratory component with emphasis on the applications of a variety of electronic instruments, including operation and maintenance. Prerequisite: MATH 242 and PHYS 241.

PHYS 384. Advanced Physics Lab (3:2:3)
A laboratory-based course focused on the introduction to principles of research techniques with an emphasis on experimental and applied physics. Topics include: vacuum technology, automation of analog and digital data acquisition with a variety of instrumentation, all with emphasis on skill acquisition and technical communication. Prerequisite: PHYS 334 and PHYS 371.

PHYS 390. Applied Computational Physics I (3:3:0)
An introduction to computational methods of solving problems and creating simulations in physics and engineering using modern languages and tools for programming and data visualization. Coverage includes numerical methods for solving ordinary and partial differential equations, chaos, molecular dynamics situations, Monte Carlo methods, and numerical problems encountered therein. Specific contexts include Newtonian motion, electrostatics, heat flow, thermodynamics, and others. Prerequisite: MATH 343, PHYS 241, and CSCI 248.

PHYS 391. Applied Computational Physics II (3:3:0)
Applied computational methods including digital signal processing, data processing, and data analysis. An introduction to important skills and tools in modern physics and engineering including 3D modeling and computer-aided design (CAD) software, microcontroller development, automated data acquisition, and control systems. Prerequisite: PHYS 390.

PHYS 392. Thermal & Fluids Physics for Engineering (3:3:0)
An introduction to fluids mechanics and thermal processes with an emphasis on the application of physical principles. The course pursues a systematic and integrated approach to the fields of fluid mechanics, thermodynamics, heat transfer, and basic materials science. Prerequisite: PHYS 241 and Math 343.

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 417, 427, 437. Physics Research (X:X:X)
One, two, or three hours of independent research in a selected topic in physics, applied physics or pre-engineering. Topics will be arranged individually in consultation with a faculty mentor and conducted under faculty supervision. Course includes an expectation for scientific literature review relevant to the selected topic. May be repeated for credit. Prerequisite PHYS 334 and PHYS 371.

PHYS 438. Senior Seminar in Physics (3:3:0)
The capstone course for degree programs in the physics department. Physics majors will learn to use career development tools, prepare a written technical paper that includes a serious exploration of relevant scientific literature and results of independent research on a selected topic, and presentation of that work. Senior Thesis must contain a design component. Prerequisite: PHYS 334 and PHYS 371.

POLITICAL SCIENCE

The study of the political science prepares students for positions of leadership in both the private and public sectors, for further graduate scholarship 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 9 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, 6hours of economics (ECON 237 or above), plus 9 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 9 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 133, 6 hours of economics (ECON 237 or above), 6 hours of geography, and 6 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

9 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, 6 hours of geography to include GEOG 236, 6 hours of economics (ECON 237 or above), plus 9 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 9 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, 6 hours of economics (ECON 237 or above), 3 hours of geography, and 6 hours to be determined in consultation with departmental advisor.

Major in Political Science, Public Policy & Admin Concentration: 30 semester hours, including POLS 231, 232, 235 or 237, 331 or 336, 339, 430 or 439, 433, plus 9 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 Public Policy & Administration Concentration: 24 semester hours, including PSYC 271, GEOG 236 and GEOG 380, 6 hours of economics (ECON 237 or above), 3 hours of accounting, plus 6 hours to be determined in consultation with departmental advisor.

Minor in Political Science: 18 hours, including POLS 231, 232, 235 or 237, 339, plus 6 additional hours in political science.

POLITICAL SCIENCE COURSES:

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 332. Environmental Politics (3:3:0)
This course will explore the dynamics, issues, ideologies, and power differentials in environmental politics at the local, national, and global level.

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 3 hours may be counted toward 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. Asia and Development (3:3:0)
The politics of Asia with a focus on political and economic development. The course includes comparisons with developing countries outside Asia. Prerequisite: POLS 235 or 237, or permission of instructor.

POLS 433. Data Analysis in Social Science (3:3:0)
The application of quantitative research methods to political and sociological topics. The course will focus on analyzing data sets with statistical software and correctly interpreting the results to make valid inferences with an emphasis on multiple regression. Prerequisite: PSYC 271. (Also offered as SOCI 433.)

POLS 434. Comparative Political Economy (3:3:0)
An examination of the differences and similarities of political economic systems across the world. This course will include a comparison of the political and economic institutions in both developing and developed countries.

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 437. Cause of War and Peace (3:3:0)
An examination of reasons why states go to war with primary attention to theoretical and empirical analysis of the various causes of the outbreak of war as well as the cessation of war or the achievement of peace.

POLS 440. Washington Semester Research Project in Government (4:0:0)
Supervised, individual research in Washington D.C. designed in consultation between TLU 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 (4:2:6)
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 TLU Washington Semester Committee.

POLS 442. Washington Semester Seminar in Government II (4:2:6)
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)

TLU 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-LAW (B.A. DEGREE)
A bachelor's degree from TLU 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 TLU 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.

TLU has a partnership with St. Mary's University School of Law to provide a pathway to admission into their full-time, in-person J.D. program. Students who are graduating or who have graduated in the past three years are eligible and must contact the TLU pre-law advisor by September 15 of a given year to express interest in the program. The TLU pre-law advisor will then complete a pre-application vetting process that involves consultation with faculty, discussions about character and fitness, a review of application materials, and checking that the student's GPA and LSAT score are above the median scores for the previous year's full-time, in-person class at St. Mary's University School of Law. Approved students are required to apply to St. Mary's University School of Law by November 15 to guarantee acceptance. Contact the TLU pre-law advisor for details.

HEALTH-RELATED PRE-PROFESSIONAL PROGRAMS
Texas Lutheran offers pre-professional programs in the following health professions:

- dentistry
- medicine
- nursing
- occupational therapy
- optometry
- pharmacy
- physician assistant

- physical therapy
- 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 counseling and allied health services, research, education, law, social-services, faith-based and not-for-profit organizations, business, and human resources.

Major in Psychology (B.A.): 39 semester hours, including PSYC 131, 234, 236, 271, 272, 333, 377, 432, 437; 6 additional hours of applied/clinical psychology courses from 331, 332, 338, 339, 374, 375, 378; 3 additional hours of developmental/social psychology courses from 238A, 238B, 336, 376; 3 additional hours of psychology electives.

Supporting Courses (B.A.): 21 semester hours, including 9 hours of foreign language proficiency*; 3 hours of upper-division philosophy; 9 hours from at least two different departments of ECON, GEOG, POLS, SOCI; COMM 271 or COMM 237 or COMM 3XX, or ENGL 374.

*3 hours of foreign language may be waived for each long semester of study abroad or for participating in 2 in-house study abroad experiences having at least 14 days spent in the destination country.

Major in Psychology (B.S.): 39 semester hours including PSYC 131, 234, 236, 271, 272, 334, 377, 432, 437; 6 additional hours of biological/cognitive psychology courses from 235, 337, 370, 371, 372, 373; 3 additional hours of developmental/social psychology courses from 238A, 238B, 336, 376; 3 additional hours of psychology electives..

Supporting Courses (B.S.): 27-30 semester hours including MATH 148 & MATH 241, or STAT 374 & STAT 375; BIOL 143 & 144 or BIOL 245 & 246; 6-8 additional hours of natural science (BIOL 131 & BIOL 140 and CHEM 147 do not count toward this requirement); 6 hours from ECON, GEOG, POLS or SOCI.

Minor in Psychology: 18 semester hours, including a minimum of 6 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.

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, and volunteering with local community partners. 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).

PSYCHOLOGY COURSES:

PSYC 131. Introduction to Psychology (3:3:0)

A survey of general psychology: theories, methods, 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 conformity, group influence, persuasion, prejudice, aggression, attraction, and social recognition. Cross-listed 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. Prerequisite: PSYC 131.

PSYC 236. Lifespan Development (3:3:0)
A study of the physical, cognitive, and psychosocial processes of development of the individual from conception to old age.

PSYC 238A. Child Development (3:3:0)
A study of the physical, cognitive and socioemotional processes of development from infancy to adolescence with a focus on early childhood.

PSYC 238B. Adult Development (3:3:0)
A study of the aging process in adulthood including physical and emotional health, memory and intellectual functioning, personality and social relationships, and late life transition.

PSYC 271. Quantitative Methods 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. Prerequisites: MATH 130 or higher and sophomore standing.

PSYC 272. Quantitative Methods 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. Prerequisite: PSYC 271.

PSYC 331. Empathy for Social Change (3:3:0)
A course in which students will develop their emotional intelligence through experiences aimed at emotional awareness, emotional management, motivation for change, empathy, and relationship management. Students will also be developing the mindset and skills necessary to be agents of social change They will be a student chosen social change initiative as part of the coursework. Cross-listed as SISE 331.

PSYC 332. Psychopathology (3:3:0)
An intensive survey of psychological disorders, their characteristics and diagnostic categories. Students are introduced to professional, scientific, clinical language and thought regarding human variances and disorders. This course includes a review of major theoretical paradigms; related research; etiologies and treatment, including psychoactive medications; and an overview of ethical and legal issues in practice. Prerequisite: junior standing or instructor permission.

PSYC 333. Cultural Psychology (3:3:0)
Explores the intersection of culture and psychology. It involves an exploration of identity and the systems which impact how a person experiences the world, and their susceptibility to psychological stress. This course will introduce students to diverse perspectives in

psychology, cultural theory, and cross-cultural research. Prerequisite: junior standing or instructor permission.

PSYC 334. Cognitive Neuroscience (3:3:0)
A study of classic and contemporary theories, methods, and research in cognitive neuroscience. The course covers structural and functional neuroanatomy of the brain and investigates brain-behavior relationships of cognitive processes such as attention, perception, memory, and language. Prerequisite: junior standing or instructor permission.

PSYC 336. Human Aggression (3:3:0)
A social psychology study of the definition, manifestations, origins and consequences of human aggression and violence as well as clinical interventions and prevention efforts directed at reducing aggressive and violent behavior. Topics include origins of various forms of interpersonal violence including child abuse, domestic violence, bullying and sexual assaults. Prerequisite: junior standing or instructor permission.

PSYC 337. Behavioral Neuroscience (3:3:0)
An examination of the nervous system and its relationship to behavior and experience. Particular emphasis on functional neuroanatomy related to sensation and perception, motivation and reinforcement, sleeping, and learning. Prerequisite: junior standing or instructor permission.

PSYC 338. Positive Psychology (3:3:0)
An advanced social psychology course designed to provide the student with understanding and applications of positive psychology including an emphasis on learned optimism and positive emotions. Activities, diagnostics, journals, and assignments provide opportunities to establish habits conducive to optimal well-being and quality of life. Prerequisite: junior standing or instructor permission.

PSYC 339. Psychological Assessment (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 or instructor permission.

PSYC 370. Learning and Memory (3:3:0)
Explores principles of learning and memory relevant to humans and other animals. It incorporates neurobiological, behavioral, cognitive, affective, motivational, and cultural perspectives. Students will examine basic and applied experimental methodologies and foundational research and theories. Prerequisite: junior standing or instructor permission.

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 instructor permission.

PSYC 372. Sensation and Perception (3:3:0)
Examines how we detect and interpret stimuli from the environment. Students will examine how perception is influenced by biological, cognitive, and cultural factors, and how the brain supports unconscious neural processing and conscious experience. Prerequisite: junior standing or instructor permission.

PSYC 373. Sleeping and Dreaming (3:3:0)
Examines biological mechanisms involved in sleeping and dreaming, theoretical perspectives on the purpose of sleep and dreams, and social/cultural factors. Students will

also learn practical methods to improve the quality of their sleep. Prerequisite: junior standing or instructor permission.

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 instructor permission.

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 has a service-learning component that will include a community-based project which requires a 30-hour commitment which may be required outside of class time. Prerequisite: junior standing or instructor permission.

PSYC 376. Human Sexuality (3:3:0)
A social psychology study of human sexuality including historical, multicultural, biological, developmental and personal perspectives. Focus is on communicating accurate information on human sexuality from the psychological science perspective Prerequisite: junior standing or instructor permission.

PSYC 377. Professional Psychologist (3:3:0)
This course is designed to increase students' awareness of the nature and variety of career opportunities for psychology majors and to prepare them for entry into the workforce and graduate or professional school. A significant portion of the course will require introspection as students engage in assessments and reflective writing to explore their personality, values, strengths, and career interests. They will also develop discipline-specific communication skills for professional writing and presentations. Students will learn about resources and strategies for career development, and gain valuable skills in resume writing, interviewing, and professional networking that result in their own portfolio of professional materials. Prerequisites: PSYC 131.

PSYC 378. Substance Abuse & Dependency (3:3:0)
A study of substance abuse, dependency, and treatment including in the criminal justice system. This course will include a survey of legal vs psychological definitions, treatment availability and counseling requirements. Special focus will be on gaining familiarity with how interventions are being utilized and identifying useful treatment interventions.

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 instructor permission.

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: junior standing or instructor permission.

PSYC 432. Advanced Research in Psychology (3:3:0)
Topics are selected by faculty based upon area of expertise. Students will engage in a research or practicum experience that ties meaningfully to the topic and results in a research

report and presentation to the department. This is a capstone course for all psychology majors. It may be retaken for credit. Prerequisite: STAT 374 or PSYC 272 and junior standing or instructor permission.

PSYC 419, 429, 439. Internship in Psychology (X:X: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. Prerequisite: junior standing or instructor permission.

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. Prerequisite: junior standing or instructor permission.

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: 18 semester hours, including COMM 236; COMM 339; BUSI 372; PSYC 234 or SOCI 274; and 6 hours from BUSI 337, COMM 274, ENGL 374, DRAM 138, or VART 232.

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), TLU 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 and 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)

SOCIAL INNOVATION & SOCIAL ENTREPRENEURSHIP

The Bachelor of Arts in social innovation and social entrepreneurship is designed for undergraduate students who have a passion for a particular academic area combined with a desire to start a venture that will address a social issue. Social entrepreneurship is a growing academic field worldwide. The degree is interdisciplinary and prepares students for careers in the nonprofit or social venture arenas. A student earning this degree can combine the skills acquired from a concentration area with the entrepreneurial and leadership skills acquired in the social entrepreneurship core to round out the skill set required to be successful in an entrepreneurial venture.

Major in Social Innovation & Social Entrepreneurship (B.A.):

A. **Social Innovation & Social Entrepreneurship Courses (18 hours):** SISE 231, SISE 331, SISE 333, SISE 335, SISE 339*, SISE 439

*can be fulfilled with a TLU-affiliated study abroad program approved by the department chair and the International Education Director

B. Entrepreneurship courses (15 hours): BUSI 231 or 235, BUSI 232, BUSI 337, BUSI 373, BUSI 432.

C. Supporting Courses (12 hours): ECON 237, PHIL132; 2 courses from COMM 236, COMM 332, COMM 336, COMM 374.

D. One Area of Concentration:

Faith, Culture & Diversity (18 hours): select 18 hours, 6 hours must be Theology and no more than 6 hours from any single discipline, from the following courses: AFAM 276, 334, 335; COMM 231, 237, 271, 273, 339, 377; ENGL 235, 272, 273, 384; GEOG 231, 232, 234, 331, 380; HIST 234, 270, 273, 274, 334, 335, 336; INTL 231; MAST 231, 235, 238, 273; PHIL 332, 338; POLS 235, 237, 335, 432, 434; PSYC 234, 336, 376, 378; SOCI 232, 238, 239, 271, 274, 331, 333, 373; SPAN 338, 378, 434, 473, 477; THEO 231, 235, 238, 331, 333, 335, 336, 337, 372, 373, 374; WOST 131.

OR

Flexible Concentration (18 hours): a minor (other than Business) of at least 18 hours approved by the Social Innovation & Social Entrepreneurship Committee.

OR

Media Arts for Change (18 hours): DRAM 136, DRAM 231, DRAM 237, DRAM 337, COMM 273 or COMM 373, BUSI 372 or COMM 339. COMM 236 and COMM 336 should be chosen from the list of supporting courses

OR

Mental Health Community Interventions (21 hours): 6 hours from SOCI 231A, SOCI 374, SOCI 375; 15 hours from BIOL 235, PHIL 371, PSYC 234, 235, 236, 332, 375, 376, 378.

Minor in Social Entrepreneurship: 18 semester hours to include SISE 231, SISE 331, and 12 additional hours (to include 9 hours of upper division coursework) of SISE courses with up to 6 hours from the following: AFAM, MAST, ECON, CRCJ, GEOG 333, GEOG 380, BUSI 235, BUSI 337, BUSI 372, BUSI 373, BUSI 472, BUSI 486, POLS 232, POLS 235, POLS 332, POLS 333, POLS 336, POLS 434, PSYC 336, PSYC 338, PSYC 375, PSYC 376, SOCI 232, SOCI 373.

SOCIAL ENTREPRENEURSHIP COURSES:

SISE 231 Introduction to Social Entrepreneurship (3:3:0).

This course introduces students to social entrepreneurship through case studies, key readings, and primary information resources. Students will become familiar with organizations and social entrepreneurs through service-learning projects and will begin to develop skills demonstrated by successful social innovators and social entrepreneurs, including team building and leadership, negotiation, and working in complex social and cultural environments. They will explore the sources of funding for social enterprises, including philanthropy, governmental funding and income generating, self-sustaining social enterprises. Students will also plan their

course of study in the major, including the identification of a track and an initial proposal for a project.

SISE 232. Religion, Pop-Culture, Social Change (3:3:0)
What do Kendrick Lamar, the Be Real app, and contemporary Christian megachurches have in common? How do social media, political policy, television, and belief systems influence a society's sense of what is true, real, and good? Is pop culture, rife with zombies, celebrity influencers, and virtual relational platforms, inherently shallow, violent, and dangerous? How can religious studies help Gen Z examine their own cultural habits and influences? And how might dialogue between religion and culture empower students to critically engage in the social construction of equitable and just communities that prioritize collective well-being, personal transformation, consciousness-raising, and sustainable practices for people and planet? This course will answer questions like these using a cultural studies approach to religion and social change. The class will examine the ethics and spirituality of products (like films, music, clothing, and brands like Coke or Disney), performances (like sporting events, concerts and festivals, Greek life, holiday traditions, and protests) and practices (like yoga, traveling, posting to social media, going to church, or sexting). Gaining competence in various theoretical approaches to cultural studies, students will develop skills to interrogate the way that participation in popular "religion" both influences and is shaped by beliefs, attitudes, and policy. Cross listed as THEO 232.

SISE 233. Social Justice, Advocacy, Activism (3:3:0)
This course introduces students to terminology, strategies, and tactics in advocacy and activism. Participants will use trauma-resilience activities to process the individual and collective traumas facing the world today. In addition, they will learn the anatomy of social change through the matrix of racial reconciliation and build skills for mobilizing change around a social justice topic of their choice. Students will profile movements, issues, and exemplars related to their research(such as anti-trafficking, guns and militarization, suicide prevention, climate change, etc) alongside discussions of special topics in social justice such as poverty, #Metoo, immigration, and LGBTQ rights. Cross listed as THEO 233.

SISE 331. Empathy for Social Change (3:3:0).
A course in which students will develop their emotional intelligence through experiences aimed at emotional awareness, emotional management, motivation for change, empathy, and relationship management. Students will also be developing the mindset and skills necessary to be agents of social change Their will be a student chosen social change initiative as part of the coursework. Cross-listed as PSYC 331.

SISE 333. Leadership in Social Entrepreneurship (3:3:0).
Examination of ethical theories, issues and leadership principles necessary to function effectively in the nonprofit/social venture sector. Course will include clarifying one's individual values and learning from case studies. An examination of the experiences of successful social entrepreneurs is included to provide positive role models for students.

SISE 335. Leading Nonprofits and Social Ventures (3:3:0).
This course is designed to provide a practical understanding of the nonprofit and low-profit sectors. The course provides skills for effectively leading nonprofits and the current issues facing nonprofit leaders. Students will develop a practical understanding of what it takes to start or lead a successful nonprofit social venture.

SISE 339. Internship in Social Change (3:3:0).
Upon completion of the SISE internship agreement and the TLU study proposal form, the student will complete an internship in social change with a social venture, start-up enterprise,

nonprofit, change-making project, or government agency creating impact. Students may complete up to 6 hours of internship credit with 50 hours of experiential learning earning one credit hour.

SISE 379. Special Topics in Social Innov & Social Entrepreneurship (3:3:0).
An in-depth analysis of selected topics in Social Entrepreneurship to be announced at the time of scheduling the course. May be repeated for credit when topics change. Prerequisite: Sophomore standing.

SISE 439. Sr Capstone in Social Innov & Social Entrepreneurship (3:3:0)
This project-based course will draw together the experiential, curricular, and individual components of the social innovation and social entrepreneurship major. Students will complete a study of the background and context of their proposed social Innovation or social entrepreneurship venture, reflect on the civic, vocational, spiritual and personal dimensions of their roles as social innovators or social entrepreneurs. Senior standing. Majors only.

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 9 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 6 hours of psychology (to include PSYC 271), 6 hours of geography, 6 hours selected from among the following: INTR 231, POLS 232, 235 and 237, plus 6 hours to be determined in consultation with departmental 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 9 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, 6 hours of geography, POLS 232 or 336, plus 6 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 6 additional hours in sociology. For the minor in criminal

justice, see the "criminal justice" section of this catalogue.

SOCIOLOGY COURSES:

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. The American Criminal Justice System (3:3:0)
An overview of the justice system including philosophical and legal foundations, ethical issues, and the process of how justice is administered in the US. In addition to examining how police, courts, and corrections function, the class will explore how flaws in the system may lead to unjust outcomes for some individuals and groups. Also offered as CRCJ231.

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 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, field notes, 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. Cross-listed 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 333. Gender & Sexuality in Social Institutions (3:3:0)

This course examines how gender and sexuality impact groups of individuals differently within various social institutions. Social institutions are structures in society that work to socialize groups of people within them, including government, the legal system, education, the labor market, and families. We will focus on how gender and sexuality are mutually

constructed and how they intersect with other important identities such as race, ethnicity, and social class. Finally, we will discover how the experience of gender and sexuality change over time and within different contexts.

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.

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. Data Analysis in Social Science (3:3:0)
The application of quantitative research methods to political and sociological topics. The course will focus on analyzing data sets with statistical software and correctly interpreting the results to make valid inferences with an emphasis on multiple regression. 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 440. Washington Semester Research Project in Sociology (4:0:0)
Supervised, individual research in Washington, D.C. designed in consultation between TLU 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 nonprofits, 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

The Spanish 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 Spanish-speaking countries.

The major in Spanish studies is designed to prepare students for the professional world in which Spanish language plays an essential role. The Spanish studies provide the opportunity to acquire functional fluency in the language as well as a working knowledge of the cultures and peoples of the Spanish-speaking world. Students are urged to study for at least one summer, fall, or spring term in a Spanish–speaking country.

The minor in Spanish 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 Spanish-speaking world. Students are urged to study for at least one summer, fall or spring term in a Spanish–speaking country.

STUDENT PLACEMENT IN SPANISH

Students with previous instruction or knowledge of Spanish are required to take the departmental Spanish placement test. Those students who, based on the placement test results, make a grade of B or better in any of the following courses (132, 231, 232, 375, 376) will receive institutional credit for each level of the language that has been skipped up to a maximum of 12 credit hours. While these institutional credit hours will count toward total hours needed for graduation, **they will not count toward completion of the general education requirements**. In other words, regardless of what language level students place into, they will still need to take the corresponding course to meet foundation and distribution requirements.

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 TLU University shall not exceed 12 hours.

Major in Spanish Studies (B.A.): 30 hours including 12 hours lower division Spanish coursework and 18 advanced credit hours from the following: SPAN 375, 376, 475 and 3 additional courses at the 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 TLU 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: 24 semester hours including (with Latin American content); ENGL 235 or 377; MAST/ HIST 237; SOCI 238; 9 hours from 3 of the following areas: art history, history, communication studies, philosophy, political science, sociology, theology; 6 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 6 hours will be determined in consultation with the student's advisor.

Major Spanish Education (B.S.) (EC-12 LOTE): 27 hours to include SPAN 131, 132, 231, 232, 337, 375, 376, 473, LANG 335.

Supporting Courses for B.S. EC-12 LOTE: 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 even if SPAN 375 is waived for fluent speakers. Mandatory courses are SPAN 375 and 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 COURSES:

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. Prerequisite: SPAN 131 or equivalent.

SPAN 133. Spanish for Health Professions (3:3:0)
This course is designed to teach health professionals in the United States how to communicate with patients whose primary language is Spanish. It will serve the needs of TLU students entering the nursing program as well as members of the community seeking to learn Spanish to use in the medical field. The course will focus on the most common and practical communication needs such as: intake information, personal and family history, diagnosis of chief complaint, basic requests and commands, friendly greetings and farewells, and insurance and billing information. For students pursuing majors in the medical sciences only. Prerequisite: SPAN 131.

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. Prerequisite: SPAN 232 or above.

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. Prerequisite: SPAN 132 or SPAN 133 or equivalent.

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. Prerequisite SPAN 231 or equivalent.

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, FREX 134, SPAN 375, 376 or instructor's permission.

SPAN 375. Spanish for Advanced and Heritage Speakers (3:3:0)
This course is for advanced and heritage speakers who wish to improve their ability to comfortably communicate in Spanish in a variety of social settings. Topics of discussion will come from various media sources: television, radio, movies, social media, literature, etc.

SPAN 376. Written Communication in Spanish (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.

SPAN 377. Spanish Literature from Its Origins through the Golden Age (3:3:0)
This course examines the literature of Spain from the 12th through the 17th centuries, including the origins of primitive lyrical and epic poetry, early masterpieces of narrative prose and the beginnings of Spanish drama. Prerequisite: SPAN 375, 376 or instructor's permission.

SPAN 378 Spanish Literature from 18th Century to the Present (3:3:0)
This course studies the literature from Spain beginning in the 18th century and continuing until nowadays. Literary movements such as Enlightenment, Romanticism and 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, 376 or instructor's permission.

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 instructor's permission.

SPAN 410, 420, 430. Independent Studies (X:X:X)
Independent study courses in Spanish studies are individualized study courses under the supervision of a Spanish faculty member. The topic chosen by the student and approved by the faculty member and department chair must be sufficiently delimited to permit oral and written reports at the expected proficiency of 400 level. Consult the Spanish instructor for details. Prerequisite: SPAN 376 or above.

SPAN 419, 429, 439. Internships (X:X:X)
Designed to provide Spanish majors and minors experience using their Spanish in a work environment. See department chair for further information. Prerequisite: SPAN 375, 376 or instructor's permission.

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, 376 or instructor's permission.

SPAN 473. Art & Literature of the Mexican Revolution (3:3:0)
A course devoted to the comprehensive study of the circumstances, events and consequences of the Mexican revolution from a variety of perspectives including, but not limited to, literature, film, plastic and performing arts, and social, cultural and political changes. Prerequisite: SPAN 375, 376 or instructor's permission.

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, 473, 477 or ENGL 377.

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 origins through the 21st century. Prerequisite: SPAN 375, 376 or instructor's permission.

STATISTICS

For more information on a major in mathematics, see the "Mathematics" portion of the catalog.

Minor in Statistics: 18-19 hours including two courses from MATH 136 or higher; STAT 374; STAT 375; two additional courses where statistics is used significantly (as approved by the math department).

STATISTICS COURSES:

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 population, and one-way analysis of variance (ANOVA). 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, as an 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 (B.A.): 27 semester hours, including THEO 133; THEO 434; 3 hours sacred text courses from THEO 332, 333; 3 hours interfaith studies courses from THEO 236, 238, 334, 373; 3 hours contextual and practical theologies courses from THEO 234, 235, 237, 322, 371, 372, 374, 437; 3 hours Christianity courses from THEO 276, 335, 336, 337; 3 hours ethics courses from THEO 231, 235, 331; 6 hours of THEO electives.

Supporting Courses: select one of the following six concentrations:

General Concentration (6 hours): 6 hours of Philosophy (PHIL) or 6 hours of language.

Pre-seminary Concentration (18 hours): 6 hours of modern or classical language electives; 3 hours of electives from the sacred texts category; 3 hours of electives from either the Christianity or contextual and practical theologies categories; 6 hours of Theology (THEO) or Philosophy (PHIL) electives.

Social Change Concentration (18 hours): 3 hours of Theology (THEO) electives; THEO 439; 12 hours of Social Entrepreneurship (SISE) or Communications (COMM) electives.

Worship Arts Concentration (18 hours): 3 hours of Theology (THEO) electives; THEO 439; 12 hours of Dramatic Media (DRAM) or Music (MUSI) electives.

Youth Ministry Concentration (18 hours): THEO 234; THEO 439; 12 hours of Psychology (PSYC) or Social Entrepreneurship (SISE) or Sociology (SOCI) electives.

Pre-Counseling Concentration (18 hours): 3 hours of Theology (THEO) electives; THEO 439; 12 hours of Psychology (PSYC) or Social Entrepreneurship (SISE) electives.

Minor in Theology: 18 semester hours in theology, including 6 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 have 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 church-wide 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 (pre-seminary 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 COURSES:

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. Prerequisite: THEO 133.

THEO 232. Religion, Pop-Culture, Social Change (3:3:0)

What do Kendrick Lamar, the Be Real app, and contemporary Christian megachurches have in common? How do social media, political policy, television, and belief systems influence a society's sense of what is true, real, and good? Is pop culture, rife with zombies, celebrity influencers, and virtual relational platforms, inherently shallow, violent, and dangerous? How can religious studies help Gen Z examine their own cultural habits and influences? And how might dialogue between religion and culture empower students to critically engage in the social construction of equitable and just communities that prioritize collective well-being, personal transformation, consciousness-raising, and sustainable practices for people and planet? This course will answer questions like these using a cultural studies approach to religion and social change. The class will examine the ethics and spirituality of products (like films, music, clothing, and brands like Coke or Disney), performances (like sporting events, concerts and festivals, Greek life, holiday traditions, and protests) and practices (like yoga, traveling, posting to social media, going to church, or sexting). Gaining competence in various theoretical approaches to cultural studies, students will develop skills to interrogate the way that participation in popular "religion" both influences and is shaped by beliefs, attitudes, and policy. Cross listed as SISE 232.

THEO 233. Social Justice, Advocacy, Activism (3:3:0)
This course introduces students to terminology, strategies, and tactics in advocacy and activism. Participants will use trauma-resilience activities to process the individual and collective traumas facing the world today. In addition, they will learn the anatomy of social change through the matrix of racial reconciliation and build skills for mobilizing change around a social justice topic of their choice. Students will profile movements, issues, and exemplars related to their research(such as anti-trafficking, guns and militarization, suicide prevention, climate change, etc) alongside discussions of special topics in social justice such as poverty, #Metoo, immigration, and LGBTQ rights. Cross listed as SISE 233.

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: 3 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 236. Buddhism and Christianity (3:3:0)
This course explores the intersection between Christianity and Buddhism in contemporary religious life. Students will compare the teachings, practices, and histories of the two traditions and consider the experiences of those who claim double belonging. Students will learn to practice vipassana meditation and/or one or more forms of silent prayer.

THEO 237. Spirituality and Formation (3:3:0)
This class introduces participants to a variety of experiences and exercises for personal transformation, deeper wisdom, emotional healing, and moral living. By studying historical movements, interreligious exemplars, and frameworks for moral development, personal, and social formation, this interactive seminar examines and experiments with habits that encourage peace, facilitate growth, and cultivate contentment, gratitude, peace and maturity. Participants

will develop a toolkit of resources for intentional living that integrates psychological, bodily, spiritual, emotional, social, and ethical goals.

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 276. Theologies of the Civil Rights Movement (3:3:0)
An analysis of the Civil rights Era as a time of controversy within American Christianity. Students will compare the diverse theological orientations of the various participants in this controversy: from nonviolent Civil Rights activists to white "moderates" to white terrorists to Black Power leaders. Students will reflect on what this theological history means for Christians confronting social injustice today. Also offered as AFAM 276.

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: 6 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 judgment. 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. World 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 16th 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. Luther and the Lutheran Tradition (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 371. Biblical Spiritualities of Suffering (3:3:0)
This course will dive deeply into biblical texts to consider how specific religious subjects in the scriptures experienced suffering and reflected on their faith and theology in contexts of extremity. We will then put these biblical periscopes into conversation with contemporary issues of suffering and events of extremity. Through lecture, discussion, and meditation on specific concerns of contemporary theodicy, we will consider the theological implications of God's silence in the midst of horrors depicted in Scripture and ways that people of faith can approach sacred narratives that show practices of faith and resistance in the face of violence, grief, racism, poverty, conflict, and injustice. Prerequisite: THEO 133.

THEO 372. Interpreting the Bible (3:3:0)
An examination of ways in which the Bible has been interpreted throughout history, as well as a creative exploration of new possibilities for interpreting the Bible in the social, cultural and political contexts of today. Prerequisite: THEO 133.

THEO 373. Judaism (3:3:0)
A study of historical, cultural and theological developments within Judaism, with special emphasis on 20th 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 375. Women in the Bible (3:3:0)
An exploration of the women in the Bible (Hebrew Bible, Apocrypha, and New testament) with special attention paid to feminist, womanist, and queer biblical interpretation of those women.

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 Theology (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 6 semester hours.

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 sub-disciplines 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: 6 hours of theology.

WOMEN'S & GENDER STUDIES

The Women's and Gender Studies minor focuses on women's and gender issues from an interdisciplinary perspective. Women's and Gender Studies classes offer students the opportunity to learn and think critically about issues related to gender, power, equity, and social change. Women's and Gender Studies minors acquire skills and expertise that they can bring to any profession, including journalism, science and technology, social services, health care, government service, and more.

Minor in Women's & Gender Studies: 18 semester hours including WOST 131 and 15 hours selected from the following (of which 6 hours must be upper-division):

Course Number	Course Title
COMM-237	College Violence
COMM-273	Media & Popular Culture
COMM-377	Gender
ENGL-272	American Literature
ENGL-273	British Literature I
ENGL-384	Gender & Sexuality in Lit
ENGL-386	Shakespeare
HIST-274	Genocide
HIST-335	The African-American Freedom Struggle
HIST-336	Family, Sex, Gender in Medieval Europe
POLS-335/PHIL-332	Gender in Political Theory
PSYC-336	Human Aggression
PSYC-376	Human Sexuality
SOCI-331	The Family
SOCI-333	Gender & Sexuality in Social Institutions

SOCI-373	American Minorities
WOST-379	Women's & Gender Studies Special Topics
WOST-430	Women's & Gender Studies Directed Study

WOMEN'S & GENDER STUDIES COURSES:

WOST 131. Introduction to Women's & Gender 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. Women's & Gender Studies 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 & Gender 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. Whether a student desires direct employment after graduation or plans to attend graduate school, the academic foundation at Texas Lutheran University serves to strengthen those personal goals. Diverse student interests 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, nursing and athletic training. The university also has strong two or four-year pre-professional 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, 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.

Graduate Programs

At Texas Lutheran University students may receive one of seven graduate degrees: Master of Accountancy (MAcy), Master of Arts (M.A.), Master of Athletic Training (M.A.T.), Master of Business Administration (M.B.A.), Master of Science (M.S.), and Master of Science in Nursing (M.S.N.) degrees, and Doctor of Education (Ed.D.). All master's and doctoral degrees granted by TLU require the completion of a minimum of 30

semester credit hours.

GRADUATION REQUIREMENTS

GENERAL REQUIREMENTS

All Bachelor's Degrees:

A. Coursework in 6 areas is required. These 6 areas and their approximate credit hour amounts are:

1. Foundations of Liberal Education	18 semester hours
2. Core Competencies	0-27 semester hours
3. Distributions of Liberal Education	30 semester hours
4. The Major	24-60* semester hours
5. Supporting Courses	0-42* semester hours
6. Electives	0-25 semester hours

*See specific requirements for each degree in this section.

B. All baccalaureate degrees granted by TLU shall require the completion of a minimum of 124 semester credit hours. .

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 9 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 4 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 6 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 athletic training, biochemistry, biology, chemistry, computer science, education, information systems, kinesiology, mathematics, nursing, physics or psychology as their area of major study. 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 Science in Nursing

- Students must complete 60 semester hours in coursework.
- Students must complete 40 semester hours of supporting coursework
- 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 48 and 57 hours in coursework within the major.
- Students must complete between 24 and 27 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

TLU's general education curriculum is composed of three parts, the Foundations, the Distributions, and the Core Competencies. The general education curriculum gives students a common set of skills as well as exposure to the breadth of the liberal arts and sciences.

Foundations of Liberal Education (18 semester hours)

The Foundations courses are designed to provide a basis for academic success in a student's entire TLU experience.

- Basic Quantitative Literacy: MATH 130 or higher
- Critical Reading: FREX 134*
- Engaging Faith Traditions: THEO 133
- Modern Language: Any modern language at the 131 level or higher**
- Written Communication: COMP 131 & COMP 132

* Transfer students who have graduated from high school for at least one year and have 24 hours or more of transferrable credit are exempt from taking FREX134.

** This requirement is met with 3 credit hours of language study at TLU in Spanish, French, Greek, or Hebrew. Students may also transfer foreign language credit from another institution or take a CLEP exam to complete the requirement. This requirement can also be met by a study abroad program lasting at least 4 weeks. This requirement is waived for F-1 International Student Visa holders studying at TLU.

Core Competencies (0-27 hours)

Through completion of the foundation and distribution courses listed above and through selected courses in their majors, students will be developing important competencies. Course offerings designed to meet each competency will be identified in the schedule of classes with a competency code attached to the course number. Throughout their course of study, students will be required to take the following competencies:

- Critical Thinking (T): 3 Courses
- Effective Communication (C): 2 Courses
- Global Citizenship (Z): 3 Courses
- Ethics (E): 1 Course

Competencies are identified in the fourth component of the course number. For example, VART-136-01-C is an Art Appreciation course that can be applied as one of the three courses required for the Effective Communication competency. Some courses will not have a competency. For example, GEOG- 331-01 is a Geography course that does not satisfy a competency requirement.

Critical Thinking (T)

A critical thinker is able to analyze information and problems. A critical thinker is able to gather data and sources on an issue or idea, logically evaluate evidence, argument, and information using an understanding of various forms of context, the multiple discourses/disciplines that produce such source texts and the larger bodies of knowledge that frame them. A critical thinker can develop an explicit logical position or tentative solution, which is supported by relevant, credible information gleaned through analysis and evaluation of multiple sources of information in various formats and which addresses or refutes contradictory evidence or alternative decisions/conclusions/positions. A critical thinker is then able to craft ideas and argument in response and to suggest and evaluate solutions to problems.

Performance indicators for T:

1. Finding and evaluating data and its sources, context, and discourse.
2. Analysis of a problem or argument.
3. Development of responsive argument or solution.

The first performance indicator is understood to include the ability to analyze information. Although sometimes this information will be given to the student in task or problem form, sometimes the student will need to be able to locate and critically assess information, through the appropriate gathering of original data and/or through primary, secondary, popular and/or scholarly sources of relevance to an issue, question or problem at hand. As part of this process, in some courses the student will develop the ability to discover, understand and critically apply relevant elements of the social, scientific, cultural, historical and economic context behind the creation of a text and/or the production of data as well the ability to

situate this analysis within the specific disciplines and discursive practices that informed the source texts and/or data.. The second performance indicator is understood to include the ability to discern and analyze data/evidence and/or the arguments that have been developed from the source text, data or discourse. The third performance indicator is understood to include the ability to accurately craft logical and well-supported arguments or analyses; the ability to situate those arguments accurately within appropriate contexts and/or disciplines/discourses; and the ability to generate and test solutions to problems that emerge from the previous steps using tools appropriate to those contexts and/or disciplines/discourses.

Effective Communication (C)

An effective communicator is able to create an effective text, which is understood to include the written, oral, visual and performative products which span the range from nonfiction essays to various creative and unique forms. That text will be guided by a clear controlling idea, thesis or goal. The goal is adapted effectively to the medium of the idea's transmission, including written, spoken, visual, musical, dramatic and/or artistic rhetoric, with effective use of the tools and skills of the chosen media, developed with revision, practice and/or rehearsal. An effective communicator will be able to understand the challenges of the rhetorical situation and audience for their goal and medium and be able to strategically and effectively adapt to those challenges, eloquently and/or artistically. An effective communicator will understand the importance of the development of text through the process of revision and will have revised messages for clarity and effectiveness, and perhaps also eloquence and artistry.

Performance indicators for C:

1. Development of controlling idea or goal.
2. Appropriate use of communication tools.
3. Strategic adaptation.

The first performance indicator is understood to include the selection and ordering of ideas, techniques, analyses and arguments into a clear, compellingly supported and nontrivial thesis. This controlling idea or goal may or not be explicitly stated depending on the choices of medium and strategic adaptation to audience and situation. The second performance indicator is understood to include the choice and development of work in a medium to appropriately communicate the controlling idea given the student's effective understanding of the genres, styles and attributes of the communication media used in the setting, situation, context, discipline or discourse of which their work will be a part. Revision towards greater eloquence/artistry is understood to be a part of this developmental process. The third performance indicator is understood as the ability to craft, revise, and develop a text which strategically and effectively adapts to the complex interactions of audience, controlling idea/goal, context/rhetorical situation, and discipline/discourse.

Global Citizenship (Z)

An educated global citizen understands the complexities of learning about cultures and communities and their values, needs and perspectives, given larger contexts. An educated global citizen understands the complexity of the relationships between individuals and cultures/communities and approaches such encounters with empathy, an open mind and respect for diversity. An educated global citizen is able to seize some of the transformative potential inherent in situations of shared diversity, intercultural contact and/or civic engagement.

Performance indicators for Z:

1. Understanding culture.
2. Understanding cultural context.
3. Understanding individual/culture/community contact.

The first performance indicator is understood to include the development of a respectful and open-minded set of tools for the critical and reflective acquisition of non-reductive knowledge of cultures and communities, including their values, needs and perspectives. The second performance indicator is understood to include the development of an understanding of not only the social, cultural, civic, historical and economic contexts of a culture and/or community, but the way those contexts shape and are shaped by encounters with the culture and/or community in question as well as other cultures, communities and segments of each. The third performance indicator is understood as the development of awareness of the diversity of individuals who are a part of a culture or a community and the complexity of relationships between or among them, including the student's own participation as a member, partner, servant, sojourner and/or volunteer. We believe that students will achieve some kind of transformative understanding of self through such study, encounters, and/or reflections.

Ethics (E)

An ethical person should be able to know and apply multiple ethical theories or perspectives to concrete situations and use that analysis to make and justify ethical judgments. Ideally, an ethical person will use such analytic tools to survey moral and ethical problems in their personal life, career and the world at large with openness and to ultimately develop a thoughtful personal and professional ethical system.

Performance indicators for E:

1. Understanding of major ethical theories.
2. Application of multiple ethical theories to situations.
3. Make and justify ethical judgments.

The first performance indicator is understood to include at least the three major bodies of contemporary ethical theory: deontological, consequentialist and virtue ethics. The second performance indicator is understood to include the ability to simultaneously apply all three approaches in the analysis of decision-making

possibilities in a variety of situations or problems. This should include not only an analysis of how the core concerns of each theory apply to the situation, but also how each theory's approach compares and contrasts with the others. The third performance indicator is understood to include the ability to make a judgment about ethical behavior in a situation in question and make arguments which defend that judgment using accurate reasoning and application of relevant ethical logics.

Distributions of Liberal Education (30 semester hours)

Students are exposed to the breadth of the liberal arts and sciences in the courses of the Distributions and can choose their own path with courses of interest.

In each Distribution area, any course listed or in the listed disciplines will count toward the distribution requirements. ARTS 130, HUMA 130, NSCI 140, and SSCI 130 courses are interdisciplinary courses taught by faculty from that Distribution area.

- **Arts**
  6 hours from the following: ARTS 130, AMMS, DRAM, MUSI, VART.
- **Humanities & Cultures**
  12 hours from the following: HUMA 130, AFAM, COMM, ENGL, HIST, MAST, Modern Languages, PHIL, THEO, WOST. No more than two courses from any single discipline or from modern languages can count toward this requirement.
- **Natural Sciences & Math**
  6 hours from the following: NSCI 140, BIOL, CHEM, CSCI, ENVS, MATH, PHYS, STAT.
  At least one course must be a natural science course taken with a lab.
- **Social Sciences**
  6 hours from the following: SSCI 130, CRCJ, ECON, GEOG, POLS, PSYC, SOCI.

Foundations credits earned in Math, Modern Languages and Theology do not count as Distribution credits.

Students enrolling in a cross-listed course must apply the course toward their degree requirements according to the course number they choose. For example, if the course Ethnography is cross-listed as COMM-271 and SOCI-271, students enrolling in COMM-271 must apply the course as humanities credit and students enrolling in SOCI-271 must apply the course as social science credit. Once enrolled, students may not change the designation.

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. Majors are available in the following areas:

Accounting	Applied Physics*	Art
Athletic Training	Biochemistry	Biology*
Business*	Chemistry	Communication Studies*
Computer Science	Data Analytics	Dramatic Media
Economics	Education*	English Studies*
History*	Information Systems	Integrated Science
Kinesiology*	Mathematics*	Music*
Nursing	Philosophy	Physics*
Political Science*	Psychology	Social Innovation & Social Entrepreneurship*
Sociology*	Spanish	Theology*

*Several concentrations are available. More information regarding concentrations and required coursework 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). At least 12 of the hours need to be taken at TLU. Additionally, the student will present a minimum of 6 semester hours upper-division taken 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	Art	Biology
Business	Business of the Arts	Business Methods for Historians

Business of Science	Chemistry	Communication Studies
Computer Science	Criminal Justice	Dramatic Media
Economics	English Studies	Environmental Chemistry
Environmental Science	Environmental Studies	French Studies
Geography	Greek	Hebrew
History	Information Systems	International Studies
Mathematics	Mexican American Studies	Music
Philosophy	Physics	Political Science
Psychology	Public Relations	Social Entrepreneurship
Sociology	Spanish	Statistics
Theology	Women's & Gender Studies	

The required coursework for each minor is listed under the various program listings in the "Courses of Study" section of this catalog.

Additional Requirements

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.

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 TLU, must complete a minimum of 33 semester hours of new coursework in residence at TLU. The 33 hours must include:

- Twelve hours of upper-division work of which 9 hours must be upper-division coursework in the appropriate major.
- The student must also complete all major and supporting coursework for the second bachelor's degree.

Students wishing to pursue two different baccalaureate degrees concurrently, e.g. Bachelor of Arts and Bachelor of Science, at TLU must earn a minimum of 145 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.

Students wishing to earn two majors within the same baccalaureate degree, for

example a Bachelor of Arts with majors in Communication Studies and English, must earn a minimum of 124 hours and complete all major and supporting coursework required for both majors. If a student meets the requirements for two majors and also earns 145 or more hours, two degrees will be awarded.

GRADUATION WITH HONORS

To be recognized as an honor graduate, the student must achieve the cumulative undergraduate grade point averages listed below. In addition, beginning in the 2013-2014 academic year, students who have entered the disciplinary system and have been found responsible while classified as a junior or senior for violating the academic honesty and plagiarism policy as found in the code of conduct section of the TLU Student Handbook will not be allowed to graduate with honors.

Honor Categories	Cumulative Grade Point Average
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 undergraduate 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 University and direct entry masters students 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 Vice President of Academic Affairs (VPAA) is the official representative of Texas Lutheran University in matters pertaining to the scholastic life of the student body. Regulations made by the VPAA 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 VPAA, the catalog takes precedence.

REGISTRATION PROCEDURES

Completion of registration is regarded as a student pledge to comply with university regulations. An officially registered student is one who has obtained the necessary approvals, registered for courses, and has settled all charges with Student Financial Services. 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. 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 can change their advisor by completing the Change of Major and/or Advisor form located on the Advising Support page under the Student Affairs tab on mt.tlu.edu.

Academic advising is administered through the Office of Advising Support and is carried out by TLU faculty members. The Office of Advising Support guides

students in developing a coherent educational plan consistent with personal interests, values, and abilities through the provision of individual support, resources, and programming that contribute to degree completion and lifelong learning. Although many individuals on campus, including academic advisors, may assist the student in making decisions and accomplishing goals, the academic advisor is granted formal authority by the university to approve the student's academic program of study and assist the student in progressing toward their chosen degree.

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.

CHECK-IN

Registered students must check-in at the beginning of each semester and must complete financial arrangements. Students who do not check-in will have their schedules deleted.

SCHEDULE CHANGES

A student may add a course with the approval of the advisor only during the schedule change period as published in the academic calendar. A student may drop a course during this period without the course appearing on the student's record.

A student may withdraw from a course during the first ten weeks of a semester or during the first week of a summer session. Courses can be withdrawn 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. The student is given a grade of "W" for each withdrawn 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 published deadline for the term or subterm 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 two weeks prior to the beginning of the term. Applications are available in the Office of Registration and Records or online.

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 at least three weeks prior to the beginning of the term. 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. The readmission decision made by the AAA Committee is final.

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 at least three weeks prior to the beginning of the term. 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. The readmission decision made by the AAA Committee is final. 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 again be suspended and/or dismissed.

Graduate students who are dismissed from the program may reapply under the current catalog. Readmission is not guaranteed and is considered on a case-by-case basis by the admission committee of the appropriate discipline.

CLASSIFICATION OF STUDENTS

CLASSIFICATION

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

Graduate 135+ hours and enrolled in a graduate program

FULLTIME/PART-TIME

Fulltime and part-time course loads are determined by classification as follows:

Classification	Part-time	Fulltime
Freshmen, Sophomore, Junior, Senior	11 hours or less	12 hours or more
Graduate	5 hours or less	6 hours or more

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 12 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. A student who has been denied admission to TLU as a degree-seeking undergraduate student may not be admitted as a special student.

CLASS ATTENDANCE & BEHAVIOR

DROP/FAIL GRADES

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 & 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 playoff games and performance tours or events, will not be scheduled during final exams.

MILITARY-RELATED ABSENCES

Excused absences will be granted for students with short-term military obligations of no longer than five consecutive class days, with no more than ten total class days per semester. Longer absences will be handled on a case-by-case basis but will likely result in a "W" on the transcript. The student is responsible for contacting faculty members in advance and making up all work missed during excused absences.

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.

GRADES, GRADE REPORTS & GRADE POINTS

MAXIMUM COURSE LOADS

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 18 semester hours. A student may, however, register for a greater load than 18 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 4-week summer session is 7 semester hours. The maximum load for a 2-week mini-term is 4 semester hours.

QUALITY POINTS

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. 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

INCOMPLETE GRADES

A course grade of "I" must be changed by the instructor to a letter grade within 60 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 signed by the department chair of the faculty member (the VPAA will sign if the faculty member is a department chair). The contract

must include the following items:

- The requirements remaining to be completed (for example one final exam or one five-page paper, etc.)
- The grade for the course if the student does not complete the coursework.
- The time allowed to complete the coursework is determined by the faculty member (a maximum of 60 days is permitted).

WITHDRAWAL GRADES

Students who withdraw from the university prior to the published withdrawal deadline for the term or subterm will receive a grade of "W" (withdrew) for each course; those who withdraw from the university after the published withdrawal deadline for the term or subterm will receive a grade of WP (withdrew passing) or WF (withdrew failing) for each course. For GPA computation, WF is equal to an "F."

Grades are issued from the Office of Registration and Records within five working days after the end of the semester. Grade reports are available online to students via MyTLU. 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 online.

REPEATING COURSES

A student may repeat a course at Texas Lutheran University. The official grade is the last one made and is the grade 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 grade appeal must be submitted no later than ninety days from the end of the semester in which the grade was submitted by the professor. 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. A final appeal of the AAA Committee decision can be requested by contacting the VPAA's Office no later than 10 days after the AAA Committee's 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. Most core courses transferred from another regionally accredited institution will be accepted at TLU. The associated TLU competency will also be assigned. Transfer work from institutions in candidacy status with a regional accrediting body who are later granted accreditation will normally be accepted at 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 TLU. Courses taken on a credit/no credit scale with an earned grade of credit (CR) are generally not acceptable from other institutions; however, courses taken on a credit/no credit scale with an earned grade of credit (CR) during the spring 2020 and summer 2020 semesters will be accepted. While the hours for those courses can be articulated, their ability to satisfy prerequisite requirements for admission to professional programs will be determined at the discretion of the professional program.

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.

Students transferring from a Texas public college or university who are designated as "core complete" as noted on an official transcript at the time of admission will only be required to complete two general education courses, Introduction to Theology (THEO 133) and an ethics (E) competency course. All other TLU general education requirements will be considered complete.

For graduate programs at the masters level, up to six (6) graduate semester credit hours earned at another regionally accredited institution can count toward their TLU graduate program, subject to program approval and university transfer credit policies. For graduate programs at the doctoral level, no (0) transfer credit can be applied. All credit must be earned at TLU.

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 point 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 / PRESIDENT'S LIST

Dean's and President's Lists recognize full-time undergraduate 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 President'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 student's 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 are eligible to present credits earned at another institution during the period of suspension for transfer credit upon their return. Those credits must meet the

university's general standards for articulation of transfer credit and may not be used to replace grades earned at 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 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 transcript request form available on the TLU website. 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 that changed several course numbers.

ACCESS TO RECORDS

Texas Lutheran University complies with the Family Educational Rights and Privacy Act of 1974 (FERPA) (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 email 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 nondisclosure 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.

GRADUATION PROCEDURES

EARNING A DEGREE

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.

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 when the student plans to graduate.

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.

PARTICIPATING IN COMMENCEMENT

Undergraduate students can participate in the fall or spring commencement ceremony corresponding to their last semester of enrollment (December commencement for those completing in August) if they are enrolled in all remaining degree requirements and do not drop, withdraw, or receive a grade of Drop-Fail (DF) in any required courses. Undergraduate students who complete all degree requirements in the summer may participate in the December ceremony following their graduation. TLU confers diplomas in summer but there is no summer commencement ceremony.

Students are discouraged from attempting to earn credit by exam (for example, CLEP) in their final semester. Since credit by exam opportunities are not actually enrolled classes, failure to earn the credit disqualifies students

from participating in the commencement ceremony in that semester.

Students enrolled in a masters degree program who will complete degree requirements in summer may participate in the May commencement ceremony if they preregister for their summer classes prior to the end of the spring semester and receive written certification from their graduate advisor. The degree, or both degrees in cases of concurrent program students, will be conferred in August when all requirements have been completed.

Students enrolled in concurrent baccalaureate/masters programs will have both degrees conferred at the same time upon completion of the masters portion of the program. Students in concurrent programs will be recognized for both degrees in the same commencement ceremony.

Students in the Accelerated Bachelor of Science in Nursing program (ABSN) who finish in the summer term (mid-September) will participate in the December commencement ceremony; ABSN students on track to finish in the fall term (mid-January) will participate in the December commencement ceremony; ABSN students on track to finish in the spring semester (mid-May) will participate in the May commencement ceremony.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The Counseling and Accommodation Services Office at TLU supports development and success of students by providing services in an atmosphere of respect and confidentiality. We are committed to providing reasonable and appropriate accommodations to eligible students. We value the diversity of our student body as well as the worth and dignity of each individual and collaborate with faculty and staff to increase the level of awareness of disabilities in the university. In accordance with the Americans with Disabilities, Texas Lutheran University provides reasonable and appropriate accommodations for students with physical, medical, visual, auditory, psychological and/or learning disabilities. Requests for reasonable academic and housing accommodations can be made by contacting the Office of Accommodation Services. The application and guidelines for documentation are available online via the student portal under Student Affairs and Accommodation Services.

It is the right and the responsibility of the individual student to request accommodations and to provide professional documentation of their disability. Documentation requirements may vary by disability and may include accommodation paperwork from a previous high school or university or a thorough letter from a medical or mental health provider. A student who requests disability accommodations will meet with the Director for Counseling and Accommodation Services to discuss disability documentation and

eligibility for accommodations.

Once the eligibility for accommodations has been determined, a letter of accommodations (LOA) with the Director's signature, detailing the appropriate accommodations, will be made available to the student through the portal. The student must send their LOA to their faculty through the portal. The student should meet with each instructor to discuss the reasonable and appropriate accommodations for each class and how they will be implemented. The student is responsible for scheduling this meeting. Accommodations are not retroactive and cannot be provided until a letter of accommodations has been provided to the instructor. The student is responsible for sending the LOA each semester or summer session.

Students living on-campus that have a disability-related need to modify their living environment must complete a Housing Application, which is found on the Accommodations page of the student portal, and include supporting documentation. The Director will review and evaluate the request and work with Campus Living to determine appropriate and reasonable accommodations.

Students 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.

All buildings on campus have access ramps and some have elevators. A limited number of parking spaces for students with physical disabilities are reserved throughout the campus. Students with disabled parking placard/plates must register their placard number on the portal along with their vehicle information. The disabled parking placard must be clearly displayed with no visual obstruction to the registered number.

Student questions or concerns regarding accommodations should be directed to the Director of Counseling and Accommodation Services.

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:

Director of Counseling and Accommodation Services
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 Director of Counseling and Accommodation Services, it should be filed with the:

Dean of Students
830-372-6460
Texas Lutheran University
1000 West Court Street
Seguin, Texas 78155

Within 15 calendar days after the receipt of the appeal, the Director of Counseling and Accommodation Services 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 calendar days.

If the response by the Director of Counseling and Accommodation Services or the Dean of Students does not satisfactorily resolve the issue, the student may appeal the decision within 15 calendar days to the Vice President of Student Affairs for a final decision.

V. Special Programs

THE CENTER FOR WOMEN'S & GENDER 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 and gender 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.

STUDY ABROAD

To enhance the value of the liberal arts education through international experiences and global education, Texas Lutheran University offers several study abroad programs and hosts international students from various countries. The international education staff advise students regarding the various study abroad programs, assist with the application procedures and provide pre-departure orientations and a post-return reorientation 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 minor to equip students for international careers. Students who choose an International Studies minor should review requirements in the courses of study section of this catalog.

To stimulate interest in international perspectives and to increase students' global understanding, Texas Lutheran University sponsors several study abroad programs.

- Students may use most of their current financial aid on semester and academic year affiliated study abroad programs as well as faculty-led programs.
- TLU offers study abroad scholarships for summer, semester and academic year affiliated study abroad programs.
- Most of the program providers also offer scholarships.
- General requirements are a minimum TLU cumulative GPA of 2.50 to 3.0 (depending on the program) and a good campus discipline record. Students must have completed at least two semesters at TLU before studying abroad.
- Programs and details change frequently. Students should consult the director of international education for the most current information.

TLU Faculty-led Programs

A variety of study abroad programs are offered periodically through Texas Lutheran University. These are typically ten days to two weeks in length and are led by a TLU professor. Past programs have included:

- Arts and Psychology in Europe
- Nutrition in Norway
- Kinesiology & Education in Italy
- Environmental Science in Belize & Costa Rica
- Geography in Canada

TLU Affiliated Programs

TLU has partnered with several universities and organizations to provide study abroad programs in over 100 locations throughout the world for most majors at TLU. Year-long, semester and summer study programs are available in addition to internship and civic engagement opportunities. Students must participate in an affiliated program to use scholarships and ensure credit transfer. TLU's provider partners are:

API—Academic Programs International

API offers comprehensive study abroad programs year-round in 24 countries across Europe, Latin America, Asia, and the Middle East. They offer a wide variety of courses in almost every major discipline and in various languages of instruction. While courses are available in English in many locations, if foreign language acquisition is the primary goal, API offers high quality language and culture programs for all levels of language learners. Students may also pursue intern, teach, or volunteer opportunities in Africa, Asia, Europe, Latin America or Oceania.

Augsburg University

Augsburg University's Center for Global Education has programs in Northern Ireland/UK, Norway, Mexico, Central America, and Southern Africa. The Central America program visits three countries (Costa Rica, Guatemala, and Mexico) and the Southern Africa program visits both Namibia and South Africa. Programs focus on peace, justice, community engagement, migration/immigration, international development/policy, health and women's issues. CGE's programs are experiential, so key learning takes place via direct contact with local people, rural and urban homestays, community visits and excursions.

CIEE—Council on International Educational Exchange

CIEE has been sending students abroad since 1947. Today they offer more than 150 programs in 27 countries in Africa, Asia, Australia, Europe, Latin America and the Middle East. Students can choose to spend a semester, year, or summer abroad studying subjects ranging from architecture, business, language study and everything in between.

Harlaxton College—University of Evansville

The University of Evansville in Indiana and their British campus, Harlaxton

College, hosts students from various parts of the U.S. to study in a lovely 19th century manor house on 117 acres of gardens, parks and woodlands. The campus is near Grantham, England and just one hour from London by train. Local and visiting professors teach a variety of courses, which include group excursions. Students also have time for independent travel.

IES Abroad—Institute for the International Education of Students

One of the nation's oldest, largest and most reputable study abroad providers, IES Abroad is a Chicago-based, nonprofit academic consortium with nearly 100 high-quality academic study abroad programs and internship opportunities in 19 countries. They are dedicated to fostering cultural immersion and intercultural development. Since their founding in 1950, nearly 100,000 students have participated in their international study abroad programs. IES Abroad operates programs in Europe, Africa, Asia, South America, Australia and New Zealand.

Kansai Gaidai University Exchange

TLU has an exchange partnership with Kansai Gaidai University—a private, nonprofit university in Hirakata, Japan. Foreign students participate in the Asian Studies Program designed to help students gain first-hand knowledge of Japan and East Asia. Courses taught in English include business, economics, history and religion. Introductory courses in Japanese language and culture are offered as well.

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 TLU 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 physical well-being of an individual with the intellectual, spiritual, and/or social dimension of wellness. The Krost Program creates students who are more complete when they graduate and are more prosperous in the real world.

THE CENTER FOR MEXICAN-AMERICAN STUDIES

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 student, 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 TLU 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 the 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.

SERVICE MEMBERS OPPORTUNITY COLLEGE

Texas Lutheran University has been designated as an institutional member of Service Members Opportunity Colleges (SOC)—a group of more than 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 Nontraditional Educational Support and service school experiences.

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 (830-372-8045) 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. However, TLU does not prohibit attendance or impose penalties while waiting on VA payments for students who have presented a certificate of eligibility of entitlement per 38 U.S.C § 3679 (e)(1)A&B. 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 8 hours of credit (7 hours in kinesiology and 1 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.

CAMPUS RECREATION AND FITNESS

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, faculty and staff. The program includes flag football, volleyball, racquetball, soccer, basketball, kickball, dodge ball, sand 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 for lap swimming, water basketball, water aerobics and recreational swimming. The Jones Complex houses basketball courts, racquetball courts, volleyball courts, and a functional training gym. The complex is open for student use during the evening when not reserved for collegiate sports. Tennis courts, a 1km walking/ jogging track and sand volleyball courts are also available. A 13,000-square-foot fitness center with treadmills, bikes and elliptical machines, as well as Life Fitness weight machines and a large free weight area, is available from 6:30 a.m. to 10 p.m. most days of the week. A variety of fitness classes are offered throughout the week.

FOOD SERVICE

TLU Dining Services provide service in three convenient locations: Hein Dining

Hall, Lucky's Kennel in the Alumni Student Center and the Tschoepe Cafe located in Tschoepe Hall. 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 commute may choose any of the meal plans they feel works for them or purchase Bulldog Bucks. Our professional culinary team provides nutritious, balanced options for our TLU community.

Students may change meal plans without penalty up to and including the last official day to drop a 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 Campus Living.

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 & MOTOR VEHICLE REGISTRATIONS

See a separate campus traffic publication

VI. Costs and Financial Assistance

BASIC COSTS

Basic costs to the students for the academic year are shown below. These are charged to the student's account and will appear on the billing statement (if applicable) each semester.

Tuition per semester:

Tuition	Block Rate (12-18 hours)	Hourly Rate*
All undergraduate majors	$19,375	$1,275
Concurrent degree programs		
Master of Accountancy	$19,375	$1,325
Master of Athletic Training	$19,375	$1,325
Master of Business Analytics	$19,375	$1,325
Master of Data Science	$19,375	$1,325
* add to block rate for each hour over 18. Students enrolled in less than 12 credit hours per semester are charged the hourly rate times the number of hours registered		
Graduate Direct Entry Programs		
Master of Accountancy	$19,375	$1,325
Master of Athletic Training	$19,375	$1,325
Master of Business Admin		$705
Master of Business Analytics	$19,375	$1,325
Master of Data Science	$19,375	$1,325
Master of Education		$525
EdD Interdisciplinary Leadership		$875
Accelerated Nursing		
Bachelor of Science in Nursing		$900
Master of Science in Nursing		$850
Post-Bac Teacher Certification		$400*
Summer 2025 UG Courses		435*

Fees:

Audit	$100/credit hour
Music Fees	
One private lesson per week	$260/semester

Two private lessons per week	$520/semester
Nursing ATI fee	
BSN (traditional & accelerated)	$1000.25/semester*
MSN	$805/semester*
Student Enhancement Fee	$85/semester
Student Services Fee	$210/semester
Technology fee	$125/semester
Other Course Fees	Vary by course
***subject to change**	

Housing per semester:

Residence Halls	Double	Single	Small Single
Centennial Hall	$3,670	$7,340	N/A
Baldus	$3,670	$7,340	$5,400
Clifton	$3,670	$7,340	$5,400
Hahn Hall	$2,610	$5,220	N/A
Knutson Hall	$3,150	$6,300	$4,660
Trinity Hall (small)	$3,250	$6,500	N/A
Trinity Hall (large)	$3,720	$7,440	N/A
Seguin Hall	$3,260	$6,520	N/A
Campus Apartments	**4-Person**	**2-Person**	**Single**
Brandes, Kramer, Lange, Steger (efficiency apartments #3-8)	$3,000	$6,000	N/A
Brandes, Kramer, Lange, Steger (super single rooms only, must purchase meal plan A or B)	N/A	N/A	N/A
Brandes, Kramer, Lange, Steger (full apartments #1-2)	$3,240	$6,480	N/A
Linne, Renger, Strunk	$3,240	$6,480	N/A
Bogisch, Glazener	$2,560	$5,120	N/A

All full-time students, with limited exceptions, are required to live on campus for a minimum of 4 semesters. Priority is given to freshman and sophomore students. Other students may be housed on either an emergency or as available basis.

Meal Plans:

Plan	Per Semester (includes taxes)	Dining Dollars included (no additional charge)
Plan A: Carte Blanche	$3,550	$150
Plan B: 15 meals/week	$3,110	$150

Plan C: 12 meals/week	$3,110	$250
Plan D: 40 meals/semester	$1,170	$450

Meal plans will appear on the billing statement as two charges. One for meal plan and one for taxes of 8.25%. Students residing in the residence halls must select from Meal Plans A, B, and C. Dining dollars may be used Lucky's (TLU snack bar) to purchase food and beverages in the semester the meal plan is purchased. Students may change their selected meal plan during the first week of classes each semester without penalty. No changes may be made to meal plans after the drop/add date. All meal plan changes are made through the Office of Campus Living.

Special Fees:

Except where indicated, these fees are charged to the student's account at time of request/occurrence.

Fee	Cost
Career Planning Registration	$25
General Deposit*	$400
Housing Cancellation Fee	$500
Housing Administration Fee	$50
Late Registration Fee for Fall and Spring	$100
Late Registration for Summer	$25
Official Transcript (paid at time of request)	$7.25-$8.25
Payment Plan Fee (paid each semester at time of enrollment in plan)	$50
Replacement Diploma	$75

* The general deposit is paid at the time the student confirms their intent to enroll. It serves as a security deposit while the student is enrolled and will be refunded after graduation or when the student withdraws from TLU. It will first be applied to any remaining charges on the student's account. Accelerated Nursing students and direct-entry graduate students will have their deposit applied to their first semester's charges.

Additional Expenses:

Additional expenses are estimated costs that students may incur but are not charged to the student account. Students can ask for an increase in the financial aid cost of attendance if they need additional help to cover these expenses. Increases in cost of attendance generally only make the student eligible for more loans as no additional scholarships are available for these costs

All Students
Books: $500/semester
Background Check: $45
Convenience Fee: 2.7% (charged by third-party bank for credit/debit card

payments)
Payment Plan Enrollment Fee: $50/semester
Pay Now Fee: $2 (charged by third-party bank for bank draft payments)
Nursing Students
Books: Jr Sem 1 $1,100, Jr Sem 2 $700, Sr Sem 1 $700, Sr Sem 2 $650
Castle Branch Clinical: $83 before starting program; $40 second year
CB Bridges: $40/sem (Seguin & New Braunfels campuses only)
CPR Training: $75
NCLEX Exam: $75
Pocket Nurse Tote: $160 (approximately)
SNA Membership: $10 annually
TEAS Test: $102/test (approximately)
ATI Launch (students paced academic support): $200

The following additional expenses may be required for nursing students and the cost for each expense varies: boosters/immunizations/flu shots/Titers, physical exam, SNA national conference, uniforms and shoes, travel to/from clinical sites.

PAYMENT OPTIONS

Students are billed each semester for tuition, fees, housing and meal plan (if applicable), and any fees associated with their class or program. Payment for these charges may be made by one of the following methods:

Payment in Full

Full payment may be made on or before the first payment deadline of each semester. First payment deadlines for the academic year are August 3 (fall) and January 4 (spring). After financial aid is subtracted from the charges, any remaining balance must be paid out-of-pocket if this option is selected.

Monthly Payment Plan

Payment of the net balance after financial aid has been applied may be made in four installments per semester as outlined below.

		Date Due			
		Traditional Programs		Accelerated Nursing	
Payment	Percent of Net Semester Balance	Fall	Spring	Fall	Spring
1	40%	Aug 3	Jan 4	Sept 15	Jan 15
2	20%	Sept 15	Feb 15	Oct 15	Feb 15
3	20%	Oct 15	Mar 15	Nov 15	Mar 15
4	20%	Nov 15	Apr 15	Dec 15	Apr 15

Students with balances remaining after the first payment deadline of each semester must enroll in a payment plan. Cash and checks are accepted in Student Financial Services in the Beck Center. Payments made with Visa, MasterCard, and Discover must be made online through myTLU.

TUITION & FEE POLICY

Some or all instruction for all or part of the academic year may be delivered remotely or in a hybrid format. Tuition and mandatory fees have been set regardless of the method of instruction and will not be modified or refunded in the event instruction occurs remotely or via a hybrid model for any part of the academic year.

We believe in the value of a Texas Lutheran University education and degree, whether in-person or remote, continues to greatly exceed tuition. Moreover, our costs to offer instruction, services, and infrastructure continue regardless of the method of instruction. We are also incurring additional costs for the actions we are taking to respond to the pandemic. As such, TLU does not refund tuition or fees because of changes to the method of instruction.

TUITION REFUND POLICY FOR WITHDRAWING

Students who withdraw from the university are refunded a portion of their tuition, class fees, housing, and meal plan 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. The student activity fee, technology fee, and private music lessons are non-refundable after first class day. E-books will be refunded at 100% only if the student opts out of the e-book by the deadline set for the class. Otherwise, e-books are non-refundable.

Reductions in charges for withdrawing from all classes during the fall or spring semester will be based on the following schedule:

	Traditional			Accelerated Nursing
Refund %	Full Term	Subterm 1	Subterm 2	Full Term
100%	Prior to first day of class	Prior to first day of subterm	Prior to first day of subterm	Prior to first day of class
75%	Prior to sixth day of class	Prior to third day of subterm	Prior to third day of subterm	Prior to sixth day of class
50%	Prior to eleventh day of class	Prior to sixth day of subterm	Prior to sixth day of subterm	Prior to eleventh day of class
25%	Prior to sixteenth day of class	Prior to eighth day of subterm	Prior to eighth day of subterm	Prior to sixteenth day of class
0%	Sixteenth day of class and	Eighth day of subterm and	Eighth day of subterm and	Sixteenth day of class and beyond

	beyond	beyond	beyond	

* Subject to change
Students who officially reduce the number of credit hours they are attempting are refunded a portion of their tuition. The refund is based on the following calculation:

Tuition based on old hours (14)	$19,375
Less tuition based on new hours (11)	$1,275 x 11 = $14,025
Times the % from refund schedule above based on date of drop (8/28/26 = 75% for full-term class)	($19,375-$14,025) x 75%
Equals tuition refund	= $4,012.50

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 and state financial aid 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 endowments coupled with generous gifts from alumni, friends, churches and foundations help reduce

expenses. In addition to offering quality education at less than cost, TLU offers a comprehensive aid program that lowers the actual cost of attending TLU. 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 TLU experience.

To be considered for any form of need-based financial aid a student must complete the online Free Application for Federal Student Aid (FAFSA) at studentaid.gov. The FAFSA is required for each award year and becomes available on October 1. Priority deadline is January 15th each year for the following year. Once a student's eligibility is determined, the Student Financial Services department will generate a financial aid package that may include institutional, federal, or state aid offers.

Texas Lutheran University awards scholarship aid to students enrolled full time (12 semester hours or more for undergraduate students). Institutional scholarships are tuition specific awards. Total institutional funds will not exceed the cost of TLU tuition. Graduating students in their final semester are eligible to receive their institutional awards based on a prorated amount not to exceed the cost of TLU tuition for the final semester. Students who are enrolled at least half time may be eligible for need-based federal aid.

Students may lose some or all financial aid if they withdraw from TLU, drop below full-time status or fail to complete all courses successfully (see "Financial Aid Refund Policy").

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 Student Financial Services, Texas Lutheran University, 1000 W. Court Street, Seguin, Texas 78155 or may be sent to studentfinancialservices@tlu.edu. Brochures, forms and procedural instructions are available upon request.

FINANCIAL ASSISTANCE AVAILABLE

SCHOLARSHIPS

A range of TLU academic scholarships are awarded based on high school academic performance and standardized test scores for first-year students. Academic scholarships are awarded based on full-time, undergraduate enrollment and will cover up to eight semesters of full-time academic study. To ensure renewal, students must maintain Financial Aid Satisfactory Academic Progress at the end of each academic year. TLU scholarships and grants are applied toward fall and spring tuition only, and are not available for summer study. Scholarships are merit-based gift

aid and are partially funded through endowed scholarship funds and annual donations (see Appendix XII). Total TLU scholarship and grant assistance may not exceed tuition. Current merit-based scholarships for new students are listed below:

Regents' Scholarship
Presidential Scholarship
Distinction Scholarship
Academic Excellence Scholarship
Heritage Scholarship
Commendation Scholarship
ACT/SAT Award

Grant and scholarship aid (federal, state and external), when combined with TLU awards, loans and work-study awards, may not exceed the cost of attendance for the year you are applying. All first-year student academic scholarships awarded at TLU are determined based on academic performance in high school and SAT/ACT scores. Students who enroll at TLU after earning a GED are eligible for the Commendation Scholarship. Scholarships are renewable for up to three years as long as the student meets renewal criteria and remains enrolled full time.

TRANSFER SCHOLARSHIPS

Transfer scholarships are awarded based on cumulative GPA from all institutions attended. Transfer academic scholarships are only available to students admitted as transfers and are based on full-time enrollment.

Transfer Academic Excellence Award
Community College Partner Scholarship
Phi Theta Kappa - proof of PTK membership is required

PERFORMANCE SCHOLARHIPS

Jones Fine Arts Award for Music Majors
Jones Fine Arts for Dramatic Media Majors
Performance Awards for Non-Majors

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.

This scholarship will cover up to eight semesters of full-time academic study. Recipients must also maintain a 2.00 CGPA. Auditions are required and must be scheduled in advance. If interested in auditioning for these scholarships, 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

PARTICIPATION AWARDS

Community Impact Scholarship

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, the student must actively demonstrate leadership and service within the TLU and Seguin communities.

Publications Award

Students interested in serving as editor or a major officer of TLU student media or other student publication may apply for this award.

Athletic Training

Students accepted into the Master of Athletic Training (MAT) program receive this scholarship and must comply with all policies and requirements of the program. Students interested in working toward a career in Athletic Training may contact Brian Coulombe at 830-372-8133 or bcoulombe@tlu.edu for information on application requirements of the MAT program.

TLU GRANTS

Grants are gift aid, generally based on financial need unless otherwise specified. All require full-time enrollment and recipients must remain in good academic standing to receive the award for up to 8 semesters.

Legacy Award

Awarded to full-time students who are dependents of TLU Alumni. The parent must have completed at least 24 credit hours at TLU.

Lutheran Clergy Grant

Awarded to full-time students who are dependent children of Lutheran Clergy.

Lutheran Advantage Scholarship

Incoming freshmen and transfer students who denote their membership in a Lutheran church on their application for admission and who meet academic criteria for an academic scholarship are eligible for this scholarship.

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. A student's total financial aid package (e.g. grants, scholarships, work study, loans) cannot exceed the cost of attendance for each award year. TLU and state grants are capped at tuition.

Federal Pell Grant. For undergraduate students only. Eligibility is based on need as determined by the federal government and funding levels approved by Congress.

Federal Supplemental Educational Opportunity Grant (SEOG). For undergraduate students only. 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.

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. 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 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. 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 more information, visit studentaid.gov.

Tuition Equalization Grant (TEG). For undergraduate students only. Funds are available to Texas residents who are determined to have financial need. Recipients must continue to demonstrate financial need, maintain a cumulative GPA of 2.50, earn at least 24 semester credit hours each academic year, and successfully complete 75% of enrolled credits each year to maintain eligibility. Students who file the FAFSA prior to the State priority deadline each year are given priority when distributing funds.

LOANS

Federal Direct Subsidized/Unsubsidized Loans.

If you are enrolled less than full time for an academic year, your annual loan limits shown in the chart are adjusted downward proportionally based on your level of enrollment.

TLU will notify you of the actual loan amount you are eligible to receive based on your academic level, dependency status, and other factors such as

- your cost of attendance;
- your enrollment status in your specific program;
- your available resources to help pay for postsecondary education, based on the information reported on your *Free Application for Federal Student Aid* (FAFSA®) form;
- other financial aid you receive; and
- your remaining eligibility under the annual, aggregate, or lifetime maximum loan limits.

The amount of Direct Subsidized Loans, Direct Unsubsidized Loans, or Direct PLUS Loans you are eligible to receive can increase or decrease based on changes in your circumstances. Your institution will notify you of any changes in your eligibility.

Annual Loan Limits – Dependent undergraduate students (unless your parent is unable to obtain a Direct PLUS loan due to adverse credit)

Year	Annual Limit
First Year Total	$5,500 (not more than $3,500 can be subsidized)
Second Year Total	$6,500 (not more than $4,500 can be subsidized)
Third Year & Beyond (Total Each Year)	$7,500 (not more than $5,500 can be subsidized)

Annual Loan Limits – Independent undergraduate students (and dependent students, if your parent is unable to obtain a Direct PLUS loan due to adverse credit)

Year	Annual Limit
First Year Total	$9,500 (not more than $3,500 can be subsidized)
Second Year Total	$10,500 (not more than $4,500 can be subsidized)
Third Year & Beyond (Total Each Year)	$12,500 (not more than $5,500 can be subsidized)

Annual Loan Limits – Graduate students

Loan Type	Annual Limit
Unsubsidized only	$20,500

Subsidized Federal Direct Loans are based on financial need. The federal government pays the interest on subsidized loans for students as long as they remain enrolled at least half time. Unsubsidized Federal Direct Loans are available to students but are not based on financial need. Students are responsible for the interest on unsubsidized loans while they 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 they were in school is added to the principal balance.

Repayment begins 6 months after the student graduates or leaves school. Lifetime borrowing limits for dependent undergraduate students is $23,000 in Subsidized loans and $31,000 combined between Subsidized and Unsubsidized loans. Lifetime borrowing limits for independent undergraduate students is $23,000 in Subsidized loans and $57,500 combined between Subsidized and Unsubsidized loans.

Federal Direct PLUS Loans (Parent and Graduate). The Federal Direct PLUS Loan allows credit-worthy parents or graduate students to borrow the difference between the COA and total financial aid received by the student. Graduate students without an adverse credit history may borrow up to the COA less other financial aid. Parents of dependent students without an adverse credit history may borrow up to the COA less other financial aid.

Repayment of this loan generally beings within 60 days after the final loan disbursement of the academic year. However, parents and students can request a deferment. Additional information can be found online at studentaid.gov.

Note for parents: Starting July 1, 2026, new annual and aggregate loan limits apply to parent PLUS loans. Your borrowing limit depends on whether your child qualifies for the limited exception. If your child qualifies, you can continue borrowing up to the cost of attendance minus any other financial aid your child receives. If your child doesn't qualify, the maximum amount that can be borrowed by all parents is up to $20,000 per academic year and up to $65,000 over the course of the child's undergraduate study. Regardless of the amount you may be eligible to borrow, your child's school might limit the amount you may borrow based on the program of study your child is enrolled in.

Note for graduate students: Starting July 1, 2026, Direct PLUS Loans are no longer available to graduate or professional students unless you qualify for the limited exception. To qualify, you must have been enrolled in your program of study as of June 30, 2026, borrowed a Direct Loan for that program prior to July 1, 2026, and remain continuously enrolled in the same program at the same school.

Direct Unsubsidized Loans remain available to eligible graduate and professional students with updated loan amount limits. Graduate students who've never been professional students can borrow up to $20,500 per year with a $100,000 aggregate limit. Graduate students who've previously been professional students can borrow

up to $20,500 per year with a $200,000 aggregate limit, less any amount borrowed as a professional student. Professional students can borrow up to $50,000 per year with a $200,000 aggregate limit, less any amount borrowed as a graduate student. A new lifetime maximum aggregate limit of $257,500 also applies.

Alternative Loans. Many private lenders offer loan programs that can be used to help cover education expenses that are not covered by a student's financial aid package. Typically, these loans are credit based and are more expensive than federal student loans. Students may be required to obtain a credit worthy cosigner. Additional alternative loan program information can be found on www.elmselect.com.

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 offered on the basis of need. Eligible students will have a Federal Work-Study offer on their financial aid portal. Students typically cannot earn more than the amount they are offered 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 offer on their financial aid portal. Students typically cannot earn more than the amount they are offered per semester.

The student's official enrollment status for financial aid eligibility will be determined based on the 12th official class day (census date).

FINANCIAL AID REFUND POLICY

Students are encouraged to meet with the Office of Student Financial Services before changing enrollment by dropping a class or starting the withdrawal process so that they can be informed of the financial impact of withdrawing from college. Students who wish to drop a class or begin the official withdrawal process during the first week of class may do so on MyTLU. After the first week of class, students must contact the Office of Registration and Records to obtain either a drop/add slip or a withdrawal form. A student is considered to have officially dropped a class or withdrawn from TLU once the student has obtained all the required signatures and has returned the completed form to the Office of Registration and Records.

Note: The withdrawal date is determined by the date the student signs the withdrawal form, indicating his or her intent to withdraw from TLU. Should the student decide not to withdraw at that point in the semester but later withdraws or fails all of his or her classes,

the official withdrawal date reverts back to the date on the first form that was completed.

A student's enrollment status will be determined based on enrollment on the census date each term. Once enrollment status has been determined, financial aid will be reviewed. If a 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 and Federal Pell Grants will be adjusted for the new enrollment status. Loans will be cancelled if the student is enrolled less than half-time (6 credit hours).

Note: A student awarded a Federal Pell Grant MUST begin attendance in all classes to be eligible for disbursement of the Pell Grant award.

If a student drops a class after the census date, institutional aid may be reduced – see Institutional Aid Policy – but federal and state grants will not be adjusted. However, Federal Direct loans require at least half-time enrollment to be re-certified at the time of disbursement. As a result, students who drop below 6 credit hours (half-time) before the loan is disbursed will not be eligible for the loan disbursement.

Below are definitions that will help you understand the financial aid refund policy:

- Census Date: The 12th class day of a fall or spring term and the third day of the term for May and summer sessions.
- Drop: Student completes official paperwork to cancel enrollment in a class.
- Drop Fail: Professor completes paperwork to cancel enrollment in a class for a student due to the student no longer attending the class.
- SAI: Student Aid Index
- Official Withdrawal: The student officially notifies the Office of Registration and Records that s/he is cancelling enrollment in all of the classes for which s/he has registered for in a given semester.
- Unofficial Withdrawal: The student stops attending classes, receives all F's in his/her courses, is Drop Failed from all of his/her classes or a combination of the above.
- Withdrawal Date: The date the student officially completes the withdrawal process in the Office of Registration and Records OR in the case of an unofficial withdrawal, the last date of attendance or the 50% point of the semester, whichever is later.
- Last Date of Attendance:
    a. For students who officially withdraw, this will be the date of withdrawal.
    b. For students that fail all classes due to non-attendance, this will be the date recorded by the professor for the class. If a date is not provided by the professor, the last date of attendance will be the 50% point of the semester.

Once enrollment status has been determined, financial aid will be reviewed. If the student's enrollment status is different than when initially awarded, financial aid will be adjusted accordingly. Institutional aid and state grants requiring full-time enrollment will be cancelled. Federal Pell Grants will be adjusted according to the 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 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 to a student's financial aid may be required according to the university's institutional refund policy. Students who completely withdraw from all classes prior to the 16th day of class, may be eligible for a partial refund of tuition charges. TLU institutional aid is adjusted according to the percentage refund schedule set by the Student Financial Services Office. In no case will a student receive institutional funds in cash. Scholarships and other institutional aid may be rescinded.

FEDERAL AID POLICY (R2T4)

Federal regulations require Texas Lutheran University to have a Return to Title IV (R2T4) policy to address the treatment of federal financial aid in instances of a student's complete withdrawal from the university. Under the R2T4 policy, Student Financial Services is required to perform a R2T4 calculation to determine the amount of federal funds that a student may be eligible to retain due to the student's complete withdrawal.

Students who withdraw from all classes prior to the 60 percent point of the term and who receive Title IV federal financial aid may owe a refund of aid received.

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 30 percent of the federal financial aid has been earned. 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 Loan
2. Subsidized Federal Loan
3. Federal PLUS Loan (Parent or Graduate Student)
4. Federal Pell Grant

5. Iraq/Afghanistan Service 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 percent 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 Direct Loan funds of $2,500. Joe was registered full time, lived in Seguin Hall and had meal plan B. His total institutional charges are $21,985 for the semester.

If Joe withdraws at the 30 percent point in the semester, he will have earned $1,650 of the $5,500 awarded. 70 percent of the $5,500 or $3,850 must be returned to the federal programs. TLU will return the $2,500 Federal Direct Loan to the lender and $1,350 of the federal grants. Because Joe withdrew during week five 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 Direct Loan funds of $2,500. Joe was registered fulltime, lived in Seguin Hall and had meal plan B. His total institutional charges are $21,895. Joe withdrew at the 50 percent point of the term. Only 50 percent of the $5,500 or $2,750 is considered earned. TLU would return the $2,500 Federal Direct 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 Student Financial Services. Students who fail to repay the funds within 45 days will have a hold placed

on their student account. Student will not be allowed to register or received financial aid until the hold is cleared or satisfactory payment arrangements have been made.

Time Frame

TLU will notify the student after an R2T4 calculation has been completed if there is a change in their federal financial aid.

TLU must return funds to the federal programs within 45 days after determining the student has withdrawn.

If a student is eligible for a post-withdrawal disbursement, that disbursement will be made within 14 days of the calculation.

If, after the R2T4 calculation is completed, the student has a credit balance remaining on their account, TLU will disburse the credit within 14 days of the calculation being completed.

Students are encouraged to meet with Student Financial Services 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 (SAP)

The United States Department of Education (Higher Education Act of 1965, as amended) requires that students maintain satisfactory progress toward completing their degree in order to receive financial aid. Student Financial Services is required to check three standards: quantitative (pace of progression), qualitative (GPA), and maximum time frame for receiving aid.

These standards, known as Satisfactory Academic Progress (SAP), apply to a student's entire degree program, including semesters (fall, spring, and summer) in which financial aid was not applied for or disbursed. SAP governs eligibility for students to establish or maintain aid eligibility for all federal, state and institutional financial aid programs including grants, scholarships, student and parent loans, and work-study. Many private loans also require the student to be meeting SAP.

TLU Student Financial Services reviews all three standards of Satisfactory Academic Progress at the end of each semester (fall, spring, and summer) for all students using financial aid. All summer terms combine to create one summer semester for financial

aid purposes.

QUANTITATIVE STANDARDS (PACE OF PROGRESSION)

Students must successfully complete a minimum of 67% of all credit hours attempted. After grades are posted each semester, a student's cumulative credit hours successfully completed (earned) will be divided by the cumulative credit hours attempted to determine the completion rate.

Completed (earned) Credits: Successfully completed credits include grades of A, B, C or D (including plus or minus) and credits taken pass/fail, in which a P was earned. Unsuccessful grades consist of F, W, I, classes taken for audit, or any other grade that does not result in completed credits. Credits earned by examination will be considered completed credits. Note: A grade of D is not considered a passing grade for graduate programs and is not counted as completed credit.

Attempted Credits: All credit hours for which a student registers at TLU, those transfer credits that count toward the TLU degree, and credit hours earned by examination are included in attempted credits. Grades of I or W will count as hours attempted but not completed. If incompletes are later completed, they will be reflected when progress is checked, or sooner, at the student's request.

Transfer Credits: Transfer credits that apply to a student's TLU degree are included in both the credits attempted and the credits earned when calculating the completion percentage. Credits received for remedial courses or for courses that are not applicable to the student's TLU degree are not included in either credits attempted or earned.

Repeated Courses: Courses that are retaken to improve a grade are counted in attempted hours each time the course is taken but only once toward the credit hours earned in the completion rate. Students may retake a class for which they have previously received a grade of "F" as many times as it takes to successfully complete the class. However, students may only repeat a class one time in which they have received a passing grade. After one allowable time, the student cannot use federal assistance for future repeats.

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 the hours registered. Students must successfully complete the majority of the credit hours attempted each semester and maintain a 67% cumulative completion rate.

Second Degree Students: Officially accepted credits that apply to the degree program will count toward both credit hours attempted and credit hours earned.

QUALITATIVE STANDARDS (GPA)

Undergraduate students admitted to TLU must maintain a minimum cumulative GPA as follows:

Credit Hours Earned	GPA
Fewer than 27	1.8
27+ or after the 4th regular semester	2.0

Second Degree, Teacher Certification, and Graduate students must maintain a cumulative 2.0 GPA.

NOTE: Students receiving a Tuition Equalization Grant (TEG) must maintain a cumulative GPA of 2.5, earn a minimum of 24 credit hours per academic year, and successfully complete 75% of the credit hours for which they enroll each academic year to be eligible for renewal.

MAXIMUM TIME FRAME FOR ELIGIBILITY

Federal Aid Standards: Federal regulations govern the maximum length of time a student may receive federal aid. This timeframe is defined as 150% of the scheduled length of the program. For example, students pursuing a bachelor's degree in an academic program requiring 124 credit hours may attempt up to 186 credit hours (150% of 124 is 186 hours). For transfer students, the number of transfer credit hours accepted at the point of admission to TLU will be used to calculate the student's remaining eligibility for the 150% maximum timeframe calculation. Second undergraduate degree students will have the previous degree's accepted credit hours applied toward the student's current degree and used in the 150% maximum time frame calculation.

FINANCIAL AID ACADEMIC PROGRESS STATUS

Financial Aid Warning: Students will be sent a warning if they fail to meet either the completion rate, minimum cumulative GPA standard as outlined, or are approaching their program's maximum timeframe. Students will be placed on warning for one semester during which they must come into compliance with the standard. Students not meeting SAP at the end of the warning semester will be placed on Financial Aid Suspension.

Financial Aid Suspension: Students who fail to meet the standards at the end of their warning semester will be ineligible for financial aid beginning with the next semester of attendance. (See Appeals to Regain Eligibility.)

Students receiving grades of "F" or "D" (graduate programs only) in all courses attempted in any semester will be automatically ineligible for financial aid regardless of whether the student had received a financial aid warning.

Students who pre-register for a subsequent semester before grades are evaluated and who use a financial aid estimate to defer tuition and fees are responsible for the semester's balance 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 credit hours without financial aid at TLU and successfully pass all courses with a minimum of a 2.0 GPA to be reconsidered for financial aid.

Students are responsible for maintaining awareness of their SAP status for aid renewal whether or not they receive the official notifications. Student Financial Services is not responsible for address changes that are not reported or for problems with postal mail or email delivery.

CORRECTING ACADEMIC DEFICIENCIES

It is important to remember that grade deficiencies can only be corrected at TLU, but credits to correct a deficiency in credit hours earned can be taken elsewhere and transferred to TLU through arrangement with the Registrar's Office. Students may request a review of their progress when a grade is changed, regardless of when that change occurs.

APPEALS TO REGAIN ELIGIBILITY

A student who fails to meet these standards and loses eligibility for financial aid may appeal this decision. **Appeals must be in writing and must be accompanied by appropriate supporting documentation.** In the appeal, the student must explain why s/he was not making progress and what has changed so that s/he will begin making progress. Appeals should be submitted to Student Financial Services at least three (3) weeks before the beginning of the student's next semester of attendance to allow time for processing. Appeals will be approved or denied in writing via email. The student is limited to two appeals.

Reasons that may be acceptable for appeal are: 1) serious illness or accident affecting the student; 2) death, accident or serious illness in the student's immediate family; 3) change in academic program; 4) or other serious extenuating circumstances.

If approved, the student will be placed on Financial Aid Probation for one semester and aid will be granted. If the student cannot meet SAP by the end of the probationary semester, the student must complete and submit to Student Financial Services a SAP Academic Plan that shows how and when the student will be meeting SAP.

If denied, the student may choose to enroll without using financial aid in an effort to repair the SAP deficiencies. Students may request a review of their record following any semester. If the SAP standards are met at the time of review, financial aid eligibility may be regained for subsequent semesters of enrollment that year.

STATE SAP POLICY

State regulations require the student to meet certain conditions for the renewal of his/her Tuition Equalization Grants (TEG). Students receiving TEG funds are

required to meet TLU SAP standards at the end of their first year of studies at TLU (refer to Academic Standing policy). Students receiving TEG funds are required to meet State SAP requirements (listed below) at the end of their second year.

- Must earn a minimum of 24 credit semester hours during the academic year
- Must maintain a minimum cumulative GPA of 2.50
- Must successfully complete 75% or more of the credit hours for which they register each academic year.

Students failing to meet State SAP requirements will have the opportunity to submit a financial aid appeal. The student must submit a detailed appeal letter explaining their situation, provide supporting documentation, and must meet at least one of the hardships listed below:

The hardships listed below will require the student to submit an appeal explaining their situation and providing documentation when appropriate.

- A student who experiences a serious accident, illness or medical condition that prevents the student from attending class and/or completing a semester which results in the student not being able to meet renewal requirements.
- A student who experiences a serious accident, illness or death in the immediate family that prevents the student from attending class and/or completing a semester which results in the student no being able to meet renewal requirements.
- Other situations determined by Student Financial Services as documented by the student. Examples may include military deferments and other situations unforeseen at this time.

The following hardships are automatic and do not require an appeal.

- December graduate from high school who immediately enrolls in college. TLU has determined it is a hardship for a student who graduates from high school in December immediately preceding spring enrollment at TLU to earn a minimum of 24 credit hours by the end of the academic year. For example, a student graduates from high school in December 2020 and begins enrollment at TLU in January 2021 (Spring 2021). Students who graduate in December but postpone college until another academic year are not included as part of this hardship based on state policy.
- A graduating senior enrolled less than full-time during their final regular semester. This pertains to a student in their graduating semester that enrolls at least half-time but is not required to enroll full-time to graduate. This student would be eligible to receive a prorated award.

DEFINITIONS

Academic Year: For traditional students, the academic year includes fall, spring and summer. At TLU, the academic year for financial aid runs from August to

July. Accelerated nursing students (BSN and MSN) are awarded on a borrower-based academic year. The first two semesters of the program are one academic year, the next two are another academic year, and if attending a fifth or sixth semesters, that is considered a third academic year

First-time freshman: A student who has not attended college after graduating high school before attending TLU.

Regular semester: A regular semester includes a fall or spring semester.

Immediate family: Include biological or stepparent, grandparent and siblings. Immediate family may include another person not previously mentioned, such as a legal guardian, if the student lives with this person.

VII. Student Affairs

Texas Lutheran University cares about the development of the whole student and believes that a student's education consists of learning both inside and outside of the classroom. The Division of Student Affairs serves as a bridge connecting the curricular and co-curricular by working with students, faculty, and staff to provide a variety of opportunities for involvement in a full range of academic, cultural, spiritual, and social activities and organizations.

Student Affairs serves a diverse student body as they manage academic, personal, and social experiences throughout their tenure at Texas Lutheran. The division is led by the Vice President for Academic & Student Affairs and is comprised of the following: Student Success, Counseling & Accommodation Services, Dean of Students Office, First Year Experience & Student Transitions, Student Health & Wellness, Campus Living, Campus Activities & Student Engagement, Service Learning, and Career Development.

The information below gives a brief description of each department, along with an abbreviated list of student organizations. Detailed information about student programs, student organizations, and university policies can be found in the TLU Student Handbook located on the TLU website and the myTLU portal.

CAMPUS ACTIVITIES & STUDENT ENGAGEMENT

Campus Activities encourages student involvement through a wide variety of organizations, events, activities, 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 830-372-6311.

CAMPUS LIVING

The university's mission is to develop the whole person – academically, socially, and spiritually – and living on campus is a significant part of an enriching college experience. Two-thirds of TLU's students at the Seguin campus live on campus in a variety of configurations including six residence halls and seven on-campus apartment buildings. Each residential living option provides a safe and welcoming environment where students can easily walk to class, Hein Dining Hall or the fitness center at Jones Sports Complex.

Full-time students are required to live in university housing, except for students who are married, over 21 years of age at the beginning of the fall semester, have lived

on a college or university campus for a minimum of four semesters, or are commuting from their parent's/guardian's home within a 30-mile driving distance of the main campus in Seguin. Requests for exceptions to this policy are initiated by completing the housing exemption form located at my.tlu.edu under the Campus Living tab. Any supporting documents should be sent to the Campus Living Office. If a student's academic load falls 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 academic 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, sexual orientation or national origin.

COUNSELING & ACCOMMODATION SERVICES

Counseling services are provided by a licensed professional counselor or master's level interns on a short-term basis for concerns including, but not limited to: adjustment to university life, anxiety, depression, relationships, and stress management. Services are free and confidential, and referrals are available. The counseling office also provides outreach through workshops, support groups and trainings throughout the year. Appointments can be scheduled online using TLU Counseling Services portal page, or in person at the Student Health & Wellness Center, or by emailing or calling the Director of Counseling & Accommodation Services. Full time students may utilize TLU Care 24/7 for no cost anywhere within the US. Students may choose Talk Now or scheduled telehealth counseling services. If you haven't already, register at tlucare to get started. You must sign up with your TLU email address.

If a student is in need of a reasonable accommodation, it is that student's responsibility to contact Counseling & Accommodation Services, as the ADA requires the person with a disability to self-identify, provide authentic documentation of a disability, and request reasonable accommodations. In order to initiate services, students should contact Accommodation Services for instructions, or applications and information can be found on TLU Accommodation Services portal page. Accommodations are not approved retroactively, so students are encouraged to make their requests known as soon as possible. Annual or periodic documentation may be required for renewal of accommodations. Renewal requests should contact Accommodation Services for documentation requirements. Students are required to request Letters of Accommodation at the start of each semester for activation of academic accommodations.

DEAN OF STUDENTS OFFICE

The Dean of Students office supports student learning and success through the development and administration of division departments and programs that encourage a successful educational experience for a diverse student body. The Dean of Students office is located on the Student Affairs Suite and houses the Vice President (who is the senior student affairs officer for the institution), Associate Vice President & Dean of Students, and Associate Dean of Students for Retention. Under the leadership of the Vice President, this senior team works together to manage the overall functions of the division. Specific programs housed within the Dean of Students Office are:

Student Alert Program

The Student Alert Program is provided as an avenue for faculty and staff to convey concerns about students to the Dean of Students office. Once alerted, staff will contact the student for follow-up to provide support and/or appropriate referrals as needed.

Student Code of Conduct

The Dean of Students is responsible for the development of policies and the administration of the Student Code of Conduct. The Code of Conduct and disciplinary process apply to all enrolled students, including university-affiliated student organizations. A copy of the Student Code of Conduct may be found on the TLU website (www.tlu.edu) and the portal (my.tlu.edu).

FIRST YEAR EXPERIENCE & STUDENT TRANSITIONS

The First Year Experience & Student Transitions office coordinates Bulldog Beginnings, new student orientation, and a wide range of programs focusing on support for specialized student populations and campus wide retention efforts for first year and students in transition. This office is home to such programs as Peer Mentors; Parent & Family support programs; and academic and social initiatives for transfers, veterans, and first-generation students.

SERVICE LEARNING & CAREER DEVELOPMENT

The Service Learning & Career Development office provides support to students in the development and achievement of their career goals. Professionals assist students in assessing interests, values, and abilities; choosing majors; searching for jobs, internships and careers; finding and applying to graduate schools; using social media and developing a personal brand; practice interviewing; hosting career events and fairs; reviewing career-related documents; and providing electronic career resources and tools.

Furthermore, the department provides leadership to the Jon and Sandra Moline Center for Servant Leadership and facilitates opportunities for students to grow as

global citizens and civic leaders through community service and various types of service learning. The types of service learning are direct, indirect, research, and advocacy. The office exists as an extension of the University into the community and helps students discover civic identity and linkages between the academy and service within the community.

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.

STUDENT HEALTH & WELLNESS

The University maintains a limited health service for the benefit of all students. The goal of the health program is to promote and maintain the health and general wellbeing of students through limited clinical services, and health instruction. The Student Health & Wellness Center is staffed by a Licensed Vocational Nurse Monday through Friday 8 am to 5pm. Students are also encouraged to utilize TLU Care; a free telehealth service that give students 24/7 access to medical providers for Telehealth visits.

STUDENT SUCCESS & RETENTION SERVICES

Student Success & Retention provides academic assistance to all TLU students and is comprised of the Office of Student Success & Retention, Early Academic Warning Program, and the Developing Scholars.

Office of Student Success

The Office of Student Success & Retention is open to all TLU students and houses the Collaborative Learning Assistance (tutoring) and Supplemental Instruction programs, provides campus-wide academic workshops, and individual academic counseling and support services. The office is in the Alumni Student Center, Meadows Suite.

Early Academic Warning Program

The Early Academic Warning Program, conducted after the third and sixth week of each semester, is for all first-year students, transfer students, athletes, veterans, students on academic probation and academic warning, and students in the Education program. Faculty members are contacted for feedback on students' participation and status in class. 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. Students identified as struggling through three- or six-week checks will be contacted and provided support on resources available to improve their academic success.

Developing Scholars Program

The seminar for Developing Scholars is a 1-credit hour course for students on academic probation, academic warning, or others who desire individual assistance. The course provides support through weekly class attendance with a Student Affairs staff person and peer educator where time management, study strategies, goal setting, and campus resources are discussed.

Academic Peer Counseling

Academic Peer Counselors are current TLU students who are trained to meet with other students individually and in small groups to provide help with time management, motivation, study strategies, and using campus resources.

TLU HONOR CODE

In 2012, the TLU Student Government Association spearheaded the establishment of a student honor code. In an effort to be inclusive of overall community aspirations, the goal of this code was to capture not only honorable academic behavior, but the approach to and behavior within the overall campus community. The adopted TLU Honor Code is:

Bulldogs demonstrate respect, pride, and leadership through integrity and accountability in our academics and community.

Academics – We are part of a team that is determined and dedicated to our education. For our success, the faculty will challenge our understanding in a competitive learning environment. We will fulfill coursework with our own ideas, give recognition to others when we borrow, and hold our peers to the same.

Beliefs – TLU has a diverse and meaningful faith-based atmosphere that fosters spiritual growth and humility. Our beliefs promote honesty and integrity in all that we do.

Community – Our school spirit and tight knit community are a result of our friendly, supportive, compassionate and open environment. As long as we strive to be exemplary, TLU's prestigious traditions will provide lifelong opportunity through networking and personal empowerment.

TLU STUDENT ORGANIZATIONS

Campus Ministry and Religious Organizations

Athletes in Action
Campus Ministry Leadership
Canterbury Association
Catholic Student Organization (CSO)
Christian Fellowship
Wesley Foundation (Methodist)

Campus Organizations

Admissions Ambassadors
Academic Peer Counselors
Black & Gold President's Council
Campus Activities Board
Collaborative Learning Assistants
Pathway Guides
Peer Mentors
Resident Assistants
Student Government Association (SGA)
Supplemental Instructors

Departmental Organizations

Academy of Science (TAS)
Association for Computing Machinery
Athletic Training Club
Kinesiology Club
Mathematical Association of America
National Alliance of Mental Illness Texas
Philosophy Club
Pi Rho
Pre-Health Professions Club
Pre-Law Society
Psychology Club
Society of Physics Students
TLU Student Nurses Association (SNA)

Fitness and Campus Recreation

Basketball
Bulldog Gym (cross-training)
Dodgeball
Fitness Contests
Flag Football
Kickball
Racquetball
Sand Volleyball
Softball
Special Events
Tennis
Volleyball
Yoga

Fraternal Organizations

Council for Fraternity & Sorority Life

Sororities
Beta Alpha Sigma
Kappa Pi Gamma
Xi Tau

Fraternities
Omega Tau
Sigma Phi Theta

Honors Societies

Alpha Chi (national honor society)
Alpha Lambda Delta (academic excellence)
Alpha Mu Gamma (foreign language)
Alpha Psi Omega (theater)
Alpha Rho Tau (art)
Beta Beta Beta (biology)
Delta Epsilon Iota (national honor society)
Delta Mu Delta (Internat'l honor society)
Iota Tau Alpha (athletic training)
Lambda Pi Eta (communication)
National Society of Leadership & Success (leadership)
Phi Alpha Theta (education)
Pi Lambda Theta (education)
Psi Chi (psychology)
Sigma Pi Sigma (physics)
Sigma Tau Delta (English)
Theta Alpha Kappa (theology)

Intercollegiate Athletics

Student Athlete Advisory Committee

Women's
Basketball
Cross Country
Golf
Soccer
Softball
Tennis
Track and Field
Acrobatics & Tumbling

Men's
Basketball
Baseball
Cross Country
Golf
Soccer
Football
Tennis
Track and Field

Volleyball

Musical Organizations

Bulldog Band Association
Bulldog Pep Band
Bulldog Orchestra Association
Kappa Kappa Psi (band fraternity)
Kantorei Chamber Choir
Mid-Texas Symphony
Mariachi Oro y Negro de TLU
Tau Beta Sigma (band sorority)
TLU Choir
TLU Concert Band
TLU Drumline
TLU Jazz Band
TLU Orchestra
TLU Women's Choir
TLU Chamber Winds
TLU Polka Band

Professional Organizations

Alpha Kappa Psi
Student Education Association (SEA)

Service and Social Organizations

Black Student Union (BSU)
Environmental Action (EnAct)
Goldstar Dance Team
Habitat for Humanity
Men of Honor
Mexican-American Student Association (MASA)
MOVE Texas
Service Through Music
Sexuality Awareness for Everyone (SAFE)
Tabletop Gaming Club
TLU Student Veterans of America
Water to Thrive

Theatre Organizations

TheatreXpress (students of all majors are encouraged to audition for fall and spring productions).

VIII. Intercollegiate Athletics

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 University is a full, active NCAA Division III institution and a member of the very competitive Southern Collegiate Athletic Conference. TLU competes in the SCAC in all sports except acrobatics and tumbling (NCATA). Through the SCAC's NCAA affiliation, conference champions in most sports are awarded automatic bids to NCAA post-season championship play. Members of the SCAC, 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.

Nineteen sports are sponsored. Women participate in acrobatics/tumbling, basketball, cross country, golf, soccer, softball, tennis, indoor and outdoor track and field, and volleyball. Men participate in baseball, basketball, cross country, football, golf, soccer, tennis and indoor and outdoor track and field. 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. Some 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

The NCAA and Texas Lutheran University mandate that in order to participate in intercollegiate athletics, student-athletes MUST be covered by an insurance

policy that does not exclude athletic injuries. The insurance policy must have coverage limits of at least $90,000 and must not lapse while participating in intercollegiate athletics. The NCAA provides catastrophic insurance to all of its student-athletes, however the deductible is $90,000 and it does not qualify as the basic coverage required to participate in intercollegiate athletics. More information on the NCAA's insurance program can be found at www.ncaa.org.

If a student-athlete's insurance coverage changes, the athletic training staff must be notified immediately and new insurance forms need to be completed. Any bills associated from a lapse in coverage will be the responsibility of the student-athlete.

Texas Lutheran University's athletic accident policy provides "secondary" or "excess" insurance coverage to its student-athletes and covers injuries sustained while participating in the play, practice, or preparation of intercollegiate athletics. This policy does not qualify as the basic coverage required to participate in intercollegiate athletics at Texas Lutheran University. Also, any claim for benefits must first be filed with the primary insurance company providing coverage to the student-athlete. After they have paid all available benefits, our athletic insurance company will consider remaining amounts based on usual and customary charges. The provisions of this policy are explained below.

We, as the school, do not have the option of waiving the requirement of filing with your group insurance.

1. Texas Lutheran University will cover up to $3,000 of out-of-pocket expenses/calendar year per the primary insurance EOB. This amount will cover copays, deductibles, or coinsurance depending on insurance plan.
2. Information related to any sustained injury may be released to various insurance companies and the university for the purpose of processing or facilitating payment of any covered claim.
3. Failure to maintain an active insurance policy when an injury is sustained will result in forfeiture of medical benefits.
4. Failure to notify the Texas Lutheran University Athletic Training Staff of a medical appointment prior to the appointment date except in case of emergency will result in forfeiture of medical benefits.
5. Failure to provide bills from medical providers and the accompanying explanation of benefits from your insurance company within a reasonable time frame (120 days from date of appointment) will result in forfeiture of medical benefits.
6. Benefits will lapse 90 days following completion of your final season or parting from athletics. If under the care of the athletic training staff or physician, benefits may be extended to include the time period which would be usual and customary for resolution of the injury not to exceed 12 months.

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 nonprofit 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 TLU 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.

Steve Anderson, *alternate presiding officer,* retired administrator TLU, Seguin.
Susan Austin, Program Services Manager at American Association of Community Theatre, Weatherford.
Tim Bauerkemper, pastor, First Lutheran, San Marcos.
Ashley Bergeron, high school counselor, Flower Mound.
Wendy Bohmann, teacher, Klein ISD, Spring.
Tracey Breashears-Schultz, bishop, Texas-Louisiana Gulf Coast Synod, ELCA, Houston.
Sue Briner, bishop, Southwestern Texas Synod, ELCA, New Braunfels.
Gayle Bouzard, associate chair, department of sociology, Texas State University, San Marcos.
George Brookover, ELCA retired pastor/consultant, Kingwood.
Alexandria Dawson, teacher, Community ISD, Allen.
Donna Dodgen, Mayor, Seguin.
Darren Dunn, general manager, KWED Radio, Seguin.
Charles Franks, retired, Valero Energy Corporation, San Antonio.
Signe Fredrickson, gift planner, Lutheran Foundation of the Southwest, Comfort.
Atlee Fritz, owner, AEF Manufacturing, Seguin.
Ken Gerner, *presiding officer*, insurance agent, State Farm, Houston.
Erik Gronberg, bishop, Northern Texas-Northern Louisiana Synod, ELCA, Fort Worth.
Carl Haveman, retired dentist, Canyon Lake.
Christine Jaecks, *secretary,* Fort Worth.
Alice Jewell, Chief Executive Officer, Mckenna Foundation, New Braunfels.
Matt Kindsvatter, executive director, Lutherhill Ministries, La Grange.
John Kuempel, Former Texas State Representative, Seguin.
Chris Lake, pastor, Tree of Life Lutheran Church, ELCA. Conroe.
Sarah Loyd, senior client success manager, Social News Desk, San Antonio.
Lauren Lys, office administrator, St. John Lutheran Church, ELCA, Corpus Christi.
Sean McConathy, pastor, Trinity Lutheran Church, Lockney

Opie Otterstad, artist, Fulshear.
Brad Otto, pastor, Messiah Lutheran, Cypress.
Thomas Pearson, professor, University of Texas Rio Grande Valley, Edinburg.
Sarah Pareda, Trinity Lutheran Church, ELCA, Fort Worth.
John Roalson, gift planner, Lutheran Foundation of the Southwest, Katy
Stephen Shortess, pastor, St. Andrew's Episcopal Church, Seguin
Kerri Sturm, retired therapist, Sherman
Kathy Toensing, retired teacher, La Grange.
Jeremy Ullrich, pastor, St. John Lutheran Church, Bartlett.
Kari Voight, executive director of operations, Faith Lutheran Church – Flower Mound, Highland Village.
Lauren Dow Wegner, pastor, Shepherd of the Hills, Austin.

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 members are elected by the Texas Lutheran University Corporation. Meetings are held three times each year. The board's executive committee includes the chair, vice chair, secretary, treasurer and three at-large members.

Heath Anders, co-owner, Anders Pierce Realty Company, Seguin
Mike Appling., business executive, Houston
Barb Bartling, senior pastor, Holy Comforter Church, Kingwood
Rhonda Calvert, San Antonio market president, Commercia Bank, San Antonio
Tony Canty, executive vice president, Labatt Food Service, San Antonio
Dan Church, vice chairman, Axon Energy Products, Spring
Michael Coffey,. ELCA pastor, Austin
Kathy Collins, retired chief financial officer, Rice University, Houston
Jim Colvin, retired medical doctor, Seguin
Jessie Everline, hospital administrator, Baylor Scott & White, Austin
Ilene Gohmert-Leck, *treasurer,* CPA, Cuero
Sandra Harper, retired university president, Abilene
Laurie Jaecks, retired computer assets manager, Lockheed Martin, Fort Worth
Karen Kegg, non-profit consultant, Lee & Associates, Austin
Gary Kolkhorst, managing partner, Kolkhorst & Kolkhorst CPA, Houston
Robin Melvin, retired attorney, Austin
Danny Merck, medical sales professional, Keller
Sarah Metzer, construction superintendent, Koehler Company, Seguin
Kendra Mohn, *vice-chair,* pastor, Trinity Lutheran Church, Fort Worth
Leslie Price, pastor, Christ Lutheran Church, San Antonio
Gary Riske, retired, vice president – Global eCommerce Audit Services with Walmart eCommerce, Sunnyvale, CA.
Steve Rode, *secretary,* retired ELCA pastor, Boerne
Jennifer Sanders, anchor and reporter, KXAN-TV, Austin
Dave Sather, president, Sather Financial Group, Victoria
Lori Swann, attorney, Cunningham Capital, Houston
Gary Valdez, president, Focus Strategies, LLC, Austin

Michael Washington, *chair;* associate director of admissions, University of Texas at Austin, Cedar Park
Brad Webb, retired lieutenant general, U.S. Air Force, Seguin
Gregg Weston, restaurant executive and business entrepreneur, New Braunfels
Mark Whitt, president, Tenaska Marketing Ventures, Omaha, NE

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.
Glynn Bloomquist, chief executive officer, Empresario, Austin
Marion Brekken, church and community leader, Grapevine.
Nancy Breland, JD, CPA, CFP, attorney, Breland & Breland, Houston.
V. George Brookover, Intentional Interim Minister/owner, Brookover Leadership Development and Consulting, Kingwood.
Jack Bush, president, Raintree Partners, Inc., Dallas.
Carol DeHaven, retired, school administrator, New Braunfels.
Pam Dickson, church and community leader, Humble.
Carol R. Drucker, physician, Canyon Lake.
Philip Dunne, president, Advanced Containment Systems, Inc., Friendswood.
Susan Evers, retired financial executive, USAA, San Antonio
Larry Franklin, financial representative, Thrivent Financial for Lutherans, Lubbock.
Charles Franks, CPA, retired, Valero Energy Corporation, San Antonio
Susan Giesecke, retired, certified financial planner, Houston.
Roger Hemminghaus, consultant, retired chairman and CEO of Ultramar Diamond Shamrock, San Antonio.
Andrew Huang, director, marketing, Smart Financial Credit Union, Houston
Daniel Juarez, MD, PA; clinical assistant professor, Department of Internal Medicine, UTHSC at San Antonio, San Antonio
Paula Kaplan, managing partner, Kaplan Partners, Ltd., Longview.
Kathy Graeber Kubelka, retired educator, owner, Kathy' s Catering, Richmond.
Jon Lee, retired senior pastor, King of Glory Lutheran Church, ELCA, Dallas.
Verne Lundquist, sports commentator, CBS Sports, Steamboat Springs, CO.
Nancy Maeker, director, A Minnesota Without Poverty, Minneapolis, Minn.
Richard Manske, retired attorney, El Campo.
Joe C. McKinney, vice chairman, Broadway National Bank, San Antonio.
Luis J. Moreno, chief of staff, Texas State Senator Juan Hinojosa, Austin.
Lee Mueller, rancher and community leader, La Grange and San Antonio
Karen Norman Mueller, church and community leader, La Grange and San Antonio.
Robert L. Oliver, retired founder/manager, Metano Energy, San Antonio.
Wes Peoples, founder/president, Wes Peoples Homes, Austin.
Bill Petmecky retired senior vice president, Seneca Resources Corporation, Fredericksburg.
Claudette Pfennig-High, church and community leader, Pearland.
Russ Rinn, retired, EVP of Metals Recycling of Steel Dynamics, Inc., president and chief operating officer of OmniSource Corporation, Fort Wayne, IN.

Xavier Rodriguez, U.S. District Judge, San Antonio
Ann Saegert, retired, senior counsel, Haynes and Boone, Dallas
Allan H. Sager, professor emeritus for contextual education, Trinity Lutheran Seminary, Columbus, Ohio.
Laura Sanford, president, AT&T Foundation, Fresno, CA.
Charlotte Smith, chief financial officer, Lee Anderson Company, Brenham.
Marie Smith, church and community leader, San Antonio.
Berger Wallin, retired, executive vice president, Sundstrand Corp., Morrison, Colorado.
Graham Weston, chief executive officer, Weston Ventures, San Antonio.
Evangeline G. Williams, investments/real estate, Lakeway.
Karl Woodling, owner, M.M. Moore, Dallas.

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.
Stuart Dorsey, (2011) president emeritus. B.S., B.A. University of South Dakota; A.M. Ph.D., Washington University

FACULTY EMERITI

Norman A. Beck (1975), professor emeritus of theology. B.A., Capital University; B.D., Lutheran Theological Seminary; Ph.D., Princeton Theological Seminary; D.D. (Honorary) Trinity Lutheran Seminary.
Alicia Briney (2005), professor emeritus of business administration, B.A, M.A., Louisiana State University, Ph.D., University of North Texas/
Beth Bronk (2006), associate professor emeritus, School of Music, B.M., University of Texas, M.M., University of North Texas.
Annette Citzler (1977)**,** professor emeritus of economics and business. B.A., Texas Lutheran University, M.A., University of Texas Austin, Ph.D., Texas A&M University.
Shaaron Conoly (1970), associate professor, School of Music, B.M. University of Texas Austin; Lisence do Concert, Ecole Normal de Musique, France; M.Ed., Texas State University
Rebecca C. Czuchry (2005) retired professor of history, B.A., Texas A&M University Corpus Christi; M.A., Texas State University; Ph.D., Texas A&M University.
Eric Daub (2001)**,** associate professor emeritus of music. B.M., University of Wisconsin Madison; M.M., D.M.A., University of Texas Austin.
Lorne Davis (2002), professor emeritus of physics. B.S., Texas A&M University; A.M., Washington University, Ph.D., Texas A&M 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.
Vicki Eckhardt (1977), assistant professor, assistant university librarian. B.A., University of Texas at Austin; M.L.S., University of North Texas.
Mark O. Gilbertson, (1973), professor emeritus of philosophy. B.A., Augustana College (SD), M.A., Ph.D., University of Southern California.

Ana Maria Gonzalez Garcia (2003), retired professor of world languages and cultures. B.A> Escuela Normal Superior; M.A., University of Massachusetts; Ph.D., University of Massachusetts.

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.

Judith Dykes Hoffmann, (2004), professor emeritus of business and economics. B.A., Texas Lutheran University, M.A., Texas State University, Ph.D., University of Texas Austin

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.

Robert M. Jonas (1991), professor emeritus of biology, Adolph Krause Professor in Natural Science. B.S., Michigan State University; M.S., Eastern Michigan University; Ph.D., University of Texas Health Science Center at San Antonio.

Alan Lievens (1998) professor emeritus of Biology, B.S., St. Edwards University; M.D., University of Texas Medical Branch Galveston; Ph.D., Louisiana State University.

Jean-Pierre Météreau (1984), professor emeritus of English, B.A., M.A., Ph.D., Indiana University.

Richard Milk (1985), professor emeritus of history. B.A., The University of Texas at Austin; M.A., California State University, Los Angeles; Ph.D., Indiana University.

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 Nellermoe (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., TLU University; M.Div., Trinity Lutheran Seminary.

W. Preston Reeves (1965), professor emeritus of chemistry. B.S., M.A., Texas Christian University; Ph.D., The University of Texas at Austin.

Martha Rinn (1990), professor emeritus, university librarian, director of academic grants, Luther W. and Ruth E. Sappenfield Chair in Library Science. B.A. Texas Lutheran University, M.L.I.S., University of Texas 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.

Juan Rodriguez (1981), professor emeritus of English and Communication Studies and Modern Languages. B.A., M.A., Texas Tech University.

Angelika Sauer (2000), professor emeritus of history, M.A., University of Augsburg Germany, Ph.D., University of Waterloo

Toni Sauncy (2014), professor emeritus of physics, B.S.,M.S., Ph.D., Texas Tech University

Walter Seidenschwarz (1968), assistant professor emeritus of English and communication studies. B.S., TLU University; M.A., Eastern New Mexico University.

William G. Squires, Jr (1980), professor emeritus of biology and kinesiology. B.S., M.Ed., Texas State University; Ph.D., Texas A&M University.
Jack R. Tennison (1970), associate professor emeritus of mathematics. B.S., M.S., East Texas State University.
Melanie G. Thompson (2003), professor emeritus of business administration, B.B.A., Corpus Christi State University; M.B.A., Texas A&M Corpus Christi)
David Wasmund (1976), professor emeritus of chemistry. B.S., University of Washington; Ph.D., Southern Illinois University.
Thomas G. Wilkens (1968), professor emeritus of theology. B.A., Luther College; B.D., Luther Seminary; Ph.D., University of Aberdeen, Scotland.
Kathryn M. Yandell (1962), professor emeritus of kinesiology. B.S., M.A., Texas Woman's University; Ph.D., The University of Texas at Austin.

EMERITI AND RETIRED STAFF

Cathy Anderson (1990), retired university nurse.
Stephen P. Anderson (1985), retired assistant to the president for administration and public affairs.
Jann Barber (1995), secretary emeritus, Langner Hall.
Verlene Butler (1995), retired facility services staff.
Sally Carrol Ricks (2005), retired technical systems and e-resources librarian.
Jean Constable (2003), director of institutional reporting.
Lisa Cradit (2001), retired director of academic support,.
Sharon Craig (1995), executive assistant to the president emeritus.
Becky Crouse (2000), retired help desk coordinator.
Mel Dixon (2012) head women's basketball coach.
Thomas Dodgen (1979), director of physical plant emeritus.
Stephen J. Doerr (1974), retired director of retired and senior volunteer program.
Doris Engelhardt (1993), retired employment and benefits coordinator.
Guadalupe Garcia (1985), retired facility services staff.
James Garrett (1993), University Police Department and groundskeeper.
Ginger Gibson (2000), retired assistant to the vice president for enrollment services.
Violet Glover (1978), admin. assistant to the assistant vice president for development and alumni relations emeritus.
Mitchell Gould (2000), retired senior programmer analyst.
Carol Hamilton (1981), director emeritus of financial aid.
Kathryn Hartman (1984), retired secretary, Meadows Center.
Gloria Herrera (1999), retired custodian.
Janet Hill (1993), administrative assistant to the vice president for academic affairs emeritus.
Hellen Hillert (1989), retired secretary, registration and records.
Becky Hruza (2003), administrative assistant.
Craig Hunt (2008), retired groundskeeper.
Chere Jones (2006), retired administrative assistant to the Vice President for Student Affairs
Monica Hinson (2001), retired marketing communications coordinator.
Judy Johnson (1990), retired secretary, athletics.

Leigh Ann Lorenz (1993), retired student data specialist.
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.
Frances McClinton (1985), retired facility services staff.
Stanley Meyer (2013), retired director of church relations.
Gil Merkle (1997), chief information systems officer emeritus. B.S., U.S. Air Force Academy; M.S., Southern Methodist University.
Sam Moy (2001), retired senior staff accountant.
Marie Paiz (1999), retired assistant registrar.
Ron Perkins (1993), retired preventive maintenance technician.
Terry Price (2002), retired executive director of conferences and event marketing.
Kristi Quiros (1993), retired vice president for student life and learning and dean of students.
P. Renee Rehfeld (2006), retired vice president for development and alumni relations .
Harold Sager (1969), vice president for principal gifts emeritus.
Carol Skogman (1971), retired financial aid secretary.
Elmer Soefje (1989), retired facility services staff.
Kathryn Tennison (1981), retired community life secretary.
Toi Turner (2000), Associate Vice President for Human Resources.
Lana Urbanek (1983), retired director of auxiliary services.
Andy Vasquez (2005), retired associate vice president for human resources and risk management. B.A. University of Texas.
Benjamin Villagomez (2011), retired, custodian.
Terry A. Weers, (1995), retired director of counseling services and ADA coordinator. B.A., Texas Lutheran University; M.A., St. Mary's University.
Wynona Wells (1980), retired postal services coordinator.
Kathy Wynn (1984), retired assistant director of auxiliary service.

FACULTY

(Full-time Teaching Faculty and Librarians)

Olubunkola Alexander, clinical professor of nursing. B.S.N., M.S.N., University of Georgia, D.N.P, Indiana Wesleyan University. 2025-
H. David Baer, professor of theology and philosophy and department chairperson of theology. B.A., Oberlin College; M.T.S., Emory University Candler School of Theology; M.A., Ph.D., University of Notre Dame. 2000-
Elizabeth Barnett, associate professor and department chairperson of english and communication, composition program director. B.A., University of Texas-Austin, MF.A., New York University, M.A., Ph.D., Vanderbilt University. 2024-
Amy M. Barrios, associate professor of education, B.A., Valdosta State University; M.Ed., American Intercontinental University; M.A., Gonzaga University; Ed.D., Baylor University. 2023-
Mary Elizabeth Barry, assistant professor of composition. B.A., University of Missouri-Columbia; M.F.A., Texas State University. 2002-
Cathy Ann Beicker, lecturer of mathematics. B.S., M.Ed., Texas State University. 2015-

Robin Bisha, professor of communication studies. B.A., University of South Florida; M.A., Indiana University and University of North Carolina; Ph.D., Indiana University. 2002-

Shirley Bleidt, associate professor of education. B.S., Texas A&I University; M.S., Texas A&M-Kingsville; Ed.D., Texas A&M University-Corpus Christi; Ed.D., Capella University. 2018-

Janelle Block, clinical professor of nursing. B.S., B.S.N., M.S.N., University of Wisconsin-Milwaukee, D.N.P, Concordia University-Milwaukee. 2015-

Steve W. Boehm, professor of sociology, department chairperson of political science, sociology and geography. B.A., Southern Illinois University; M.A.T., Southwest Texas State University. Ph.D., Texas State University. 2008-

Christopher M. Bollinger, professor of education. B.S., Regis University; M.S., The University of Charleston; Ph.D., Bowling Green State University. 2005-

Collin P. Bost, assistant professor of composition; B.A., University of Texas Austin; M.F.A, Texas State University, 2009-

Douglas R. Boyer, professor, department chairperson and director, School of Music, Mary Gibbs Jones Chair in Choral Music. B.A., TLU University; M.M., The University of Texas at San Antonio; D.M.A., The University of Texas at Austin. 2001-

Alison Bray, professor of chemistry, department chairperson of chemistry and biochemistry, Adolph L. Krause Professorship in Natural Sciences. B.A., University of San Diego; M.S., Ph.D., University of New Hampshire. 2011-

Greg Burnett, lecturer of kinesiology. B.S., Howard Payne University; M.S. in Health and Physical Education, Texas A&M University. 2026-

Deborah Burress, clinical professor of nursing. B.S.N., University of Incarnate Word; M.S.N., Galen College of Nursing. 2025-

Jesús S. Carmona, associate professor of business analytics, business analytics program director. B.S., Instituto Tecnologico de Monterrey, M.S., Ph.D., Texas A&M International University. 2021-

Nancy Cielencki, instructor of nursing. B.A., Incarnate Word College, B.S.N., M.S.N., University of Incarnate Word, D.N.P, Indiana Wesleyan University. 2025-

Rebecca J. Clark, lecturer of mathematics, B.A., B.S., Texas Lutheran University; M.S., Texas State University. 2008 -

Brian Coulombe, associate professor of athletic training, department chairperson of athletic training, FREX program co-director. B.S., California State University Sacramento; M.S., West Virginia University. 2000-

Heather Couture, assistant professor of music, Women and Gender Studies program and center director. B.A., B.A.M., Texas State University, M.M., Ph.D., University of Texas-Austin. 2024-

Michael L. Czuchry, professor and department chairperson of psychology. B.A., Colorado College; M.A., East Tennessee State University; Ph.D., Texas Christian University. 2006-

Jack D. Davidson, professor and department chairperson of philosophy. B.A., M.A., University of Washington; Ph.D., University of Massachusetts Amherst. 2009-

Karin Ariadne de Villa, associate professor of world languages and cultures, department chairperson of spanish. B.A., St. Mary's University; M.A., Middlebury College; M.A., Ph.D., University of Málaga (Spain). 2016-

Mani Dhakal, assistant professor of mathematics. B.S., M.S., Tribhuvan University, Nepal, Ph.D., University of North Texas. 2026-

Mark C. Dibble, associate professor, division chairperson and director of the Blumberg Memorial Library, Luther W. & Ruth E. Sappenfield Chair in Library Science, interdisciplinary studies program director, instruction and public services librarian. B.A., Austin College; M.L.S., University of Illinois. 2004-

Kevin C. Eddy, assistant professor of biology and Donald H. Nelson Professorship for the Environment. B.S., Purdue University, M.S., Ph.D., University of Texas, San Antonio. 2023-

Laura Galindo-Young, clinical professor of nursing. B.S.N., Lourdes College-Sylvania, OH; M.S.N., Texas A&M University- Corpus Christi, D.N.P., Post University. 2022-

Georgina Elizabeth Garcia, clinical professor of nursing. B.S.N., M.S.N., University of Texas-El Paso. 2017-2018, 2020-

Diana Garza, associate professor of business. B.B.A., University of Incarnate Word, M.B.A., Ph.D., Our Lady of the Lake University. 2026-

Fernando A. Garza, Jr., associate professor of business, division and department chairperson of business, Jesse H. Jones Chair in Business Administration. B.A., University of Texas Austin; Ph.D., University of Texas Pan American. 2012-

Wendi J. Gines, clinical professor of nursing. B.S.N., University of Texas-El Paso, M.S.N., Walden University, D.N.P, Samford University. 2020-

Philip D. Grace, professor of history, department chairperson of history. B.A., Wheaton College; M.A., Western Michigan University; Ph.D., University of Minnesota. 2014-

Sharon Grant, associate professor of history and African-American studies, African-American studies program and center director. B.S., Texas Southern University-Houston; M.Div., Southern Methodist University- Perkins School of Theology; Ph.D., Southern Methodist University. 2023-

Danielle Grove, professor and department chairperson of biology, Harold and Charlene Foerster Biology Chair. B.A., Northwestern University; Ph.D., Tufts University. 2010-

Marcy Grubbs, clinical professor of nursing. B.S.N., Jacksonville University; M.S.N., University of Alabama, D.N.P., Jacksonville University. 2026-

William G. Hager, professor of mathematics, division chairperson of natural sciences and mathematics, and department chairperson of mathematics. B.S., University of Wisconsin Eau Claire; M.S., Ph.D., University of Iowa. 2010-

Celestial D. Hahn, instructor of nursing. B.S.N, M.S.N., Western Governor' s University. 2020-

Amy Hart, clinical professor of nursing. B.S.N, Northern Illinois University; M.S.N., University of Phoenix; D.N.P., University of Alabama- Birmingham. 2026-

Jennifer Heitmeyer, Lecturer of biology. B.S., North Carolina State University, M.S., Midwestern State University. 2025-

Casi R. Helbig, professor of kinesiology. Krost Life Enrichment program director, Dr. Frederick C. Elliott Chair in Health, Fitness, and Nutrition B.S., Stephen F. Austin

State University; M.Ed., Texas State University; Ph.D., Texas A&M University. 2000-

Monica del Carmen Hernandez associate professor of business, honors program director. B.B.A., Monterrey Technology Institute- Monterrey, Mexico; M.Ed., University of Texas-Pan American; Ph.D., University of Texas-Rio Grande Valley. 2023-

Rebecca Hicks, lecturer of accounting. B.B.A., M.Acc., Texas A&M University-Corpus Christi; M.A., University of Houston-Victoria. 2018-

Sam Hijazi, professor and department chairperson of information systems. B.S., Towson State University; M.A., Morgan State University; D.B.A., University of Sarasota. 2008-

Carl S. Hughes, professor of theology, division chairperson of humanities, Pastor Gerhard A. and Marion Poehlman Professor in Theology. B.A., St. Olaf College; M.T.S., Harvard Divinity School; Ph.D., Emory University. 2013-

Erina Imasogie, clinical professor of nursing. B.S.N., Prairie View A&M University, M.S.N., D.N.P., Walden University. 2024-

Shannon Ivey, professor of dramatic media and division chairperson of Arts. B.A., University of the Incarnate Word; M.F.A., University of California Irvine. 2012-

Jacques Jean-Francois, associate professor of chemistry, B.S., Laval University (Toronto); M.S., Ph.D., University of Quebec-Montreal. 2016-

Eliza Jeffords, professor School of Music, Anita Windecker Endowed 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-

Pamela Johnston, professor of English, academic grants program director. B.A., University of Idaho; M.A., Kansas State University; M.F.A., University of Iowa; Ph.D., University of Missouri Columbia. 2001-

Stephanie Kaczynski, assistant professor of communications. B.A., University of St. Thomas; M.A., DePaul University, Ph.D., University of North Carolina- Chapel Hill. 2026-

Timothy E. Kent, associate professor of athletic training, clinical coordinator for athletic training. B.A., Texas Lutheran University; M.S., West Virginia University. 2008-

Landa King, associate professor of art. B.F.A., M.A., West Texas State University; M.F.A., University of Texas San Antonio. 1989-

Stephanie Kirchens, lab coordinator and lecturer of biology. B.A., University f Texas-San Antonio; M.Ed., University of Texas- Arlington; M.S., University of Texas-Austin. 2022-

Amelia Koford, associate professor, department chairperson of interdisciplinary studies, and outreach and information literacy librarian. B.A., Grinnell College; M.A., M.S., University of Texas Austin. 2012-

Donna S. Kubena, assistant professor of education, division and department chairperson of education, Jo Murphy Chair in Education, alternative certification program director, field experience and student teaching program director. B.S., M.Ed., Southwest Texas State University, Ph.D., Texas State University. 2013-

David Legore, professor of dramatic media, department chairperson of dramatic media. B.A., Texas Lutheran University; M.F.A., University of South Dakota. 1998-

Melissa Lubecke Sarabia, assistant professor of music. B.M., Baylor University, M.M., University of Texas-San Antonio, D.M.A., University of Colorado-Boulder. 2024-

Stormy Malone, assistant professor of psychology and director of academic assessment. B.A., Texas A&M University-Commerce; M.A., University of North Dakota; M.A., Ph.D., Wichita State University. 2023-

Stefanie Martinez, clinical professor of nursing. B.S.N., St. John Fisher College Wegmans School of Nursing, M.S.N., University of Texas-Arlington. 2023-

Monica Ann Matocha, associate professor of athletic training. B.S., Texas Lutheran University; M.Ed., Texas State University; D.A.T., University of Idaho. 2016-

Angela L. McElroy, clinical professor of nursing. B.S.N., University of Missouri, D.N.P, Uniformed Services University of Health Sciences. 2022-

Denise McNulty, clinical professor of nursing. B.S.N, Pennsylvania State University-University Park; M.S., New School for Social Research-Middleton, New York; M.S.N., Prairie View A&M University; D.N.P., University of Texas-Tyler. 2026-

Efrain Medina, assistant professor of business. B.B.A., M.B.A., Ph.D., Texas A&M International University. 2024-

Anthony James Mitchell, assistant professor of business and accounting, Leif Johnson Professorship in Business Administration. B.S., Central Michigan University, M.B.A., Ed.D., University of Texas- San Antonio. 2024-

Jasmine Montenegro, lecturer of accounting. B.B.A., M.Acy., Texas Lutheran University. 2018-

Ashley Neely, assistant professor of biology. B.S.A., M.S., Ph.D., University of Texas-Austin. 2025-

James Newberry, professor of kinesiology, division and department chairperson of kinesiology. B.S., M.Ed., Texas State University; Ph.D., Texas A&M University. 2000-

Ridwan Rashid Noel, associate professor of computer science and information systems and department chairperson of computer science. B.S., Bangladesh University of Engineering & Technology; M.S., Ph.D., University of Texas at San Antonio. 2019-

William O'Brochta, assistant professor and department chairperson of political science and Hugo and Georgia Gibson Professor. B.A., Hendrix College, M.A., Ph.D., Washington University in Saint Louis, Missouri. 2023-

Joy Oche, clinical professor of nursing. B.S.N., Texas Tech University Health Sciences Center, M.S.N., D.N.P., Northern Kentucky University. 2023-

Kyle David Olson, professor of art, department chairperson of visual arts. B.F.A., Midwestern State University; M.F.A., University of Nebraska. 2010-

Theophilus Teye Osah, assistant professor of business and finance. B.S., University of Ghana, M.S., Ghana Institute of Management and Public Administration, Ph.D., University of Texas- Rio Grande Valley. 2024-

SungEun Park, assistant professor of music. B.M., Presbyterian University and Theological Seminary, M.M., Texas State University, D.M.A, University of Texas-Austin. 2024-

Luis G. Peñaranda, associate professor of education, Helen I. Weiss Chair in Educational Leadership, and interdisciplinary leadership program director. B.A., Life

Bible College East- Christiansburg, VA; M.A., Azusa Pacific University-Azusa, CA; Ph.D., Regent University-Virginia Beach, VA. 2022-

Zachary Plunk, assistant professor of business. B.B.A., Baylor University, M.B.A., Texas A&M University-Corpus Christi, Ph.D., University of North Texas- Ryan College of Business. 2024-

Betseygail Rand, professor of mathematics. B.S., University of Michigan; Ph.D., University of Texas Austin. 2006-

Brett A. Richardson, associate professor of music, director of bands, Baenziger Professor of Music. B.M., Stephen F. Austin State University; M.M., Texas A&M University, Commerce, D.M., Indiana University Jacobs School of Music. 2023-

Michael D. Ruane, professor of chemistry and department chairperson of integrated science. B.S., University of Arizona; Ph.D., University of Wyoming. 2012-

Kathleen Seal, assistant professor of geography. B.S., M.S., Stephen F. Austin University, Ph.D., Texas State University. 2023-

Rodrick M. Shao, associate professor, instructional technology support, director of the center for teaching and learning. B.S., M.B.A., University of Concordia Wisconsin Mequon; Ed.D., Nova Southeastern University. 2008-

Erika Deike Short, professor of kinesiology, Kieffer Kinesiology Fellowship. B.S., Texas A&M University; M.S., Texas State University; Ph.D., Baylor University. 2012-

Tiffiny Lee Sia, professor of psychology, Lillie Krause Professor of Social Science. B.S., Linfield College; M.S., Ph.D., Texas Christian University. 2007-

César S. Silva, assistant professor of Mexican- American studies, Mexican-American studies program and center director. B.E.S.S., M.A., Texas State University; Ph.D., Arizona State University. 2023-

Kelsey Spinnato, assistant professor of theology. B.A., Belmont University, M.T.S., Emory University, Ph.D., Southern Methodist University. 2024-

Zahidur Talukder, assistant professor of computer science. B.S.,Bangladesh University of Engineering and Technology, Dhaka, Bangladesh, Ph.D., University of Texas-Arlington. 2025-

Sumeyra Tek, assistant professor of physics, department chairperson of physics, and Harold T. Johnson Professorship in Aviation or Pre-Engineering. B.S., M.S., Bilkent University-Ankara Turkey, Ph.D., University of Texas-San Antonio, 2022-

Corey Thompson, assistant professor of chemistry, Kieffer Science Fellowship, and honors program director. B.S., University of Florida-Gainesville; Ph.D., Florida State University-Tallahassee. 2023-

Fernando M. Varela Mereles, assistant professor of Spanish, Verner Gembler Fellowship. B.A., Florida Atlantic University; Ph.D., M.A., Vanderbilt University. 2021-

Kenneth R. Vaughan, assistant professor and department chairperson of sociology, FREX program co-director. B.A., M.S., University of Texas-San Antonio, M.A., Ph.D., Baylor University. 2023-

Steven Vrooman, professor of communication studies, interim vice president of academic and student affairs. 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, international studies program director. B.A., University of San Francisco; M.A. University of California, Santa Barbara; Ph.D., Fordham University. 1992-

Alissa Wheat, clinical professor of nursing, B.S.N., M.S.N., Northwestern State University; D.N.P. Arkansas State University. 2025-

Bryan S. Wilson, lecturer of biology. B.S., M.S., University of Texas San Antonio.2017-

Elizabeth A. Woods, associate professor and division chairperson of social sciences. B.A., Texas A&M University, M.A., Ph.D., University of Houston. 2017-

X. Appendix

ENDOWED CHAIRS

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 Harold and Charlene Foerster Biology Chair was established in 2014 through an estate gift from Harold '54 and Charlene (Wehe) Foerster '57, dedicated to a Biology Faculty Member who demonstrated a strong interest in doing basic research. Realizing all of their abundant blessings have come from Gods divine goodness and mercy and in gratefulness for their influence that Texas Lutheran College had on their lives, they designated the proceeds from a Hartford Life Insurance policy to endow this Biology Chair.

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 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 TLU, 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 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 Luther and Ruth Sappenfield Chair in Library Science was established in2012 through an estate gift. Luther (May 31, 1919 - December 2, 2009 and Ruth (December 4th, 1923 – August 13, 2011) Sappenfield were married for nearly 63 years. Luther served on the Texas Lutheran University Development Board for many years. As part of their estate, the university is receiving money to fund the Library Chair position to be held by one of the library faculty members, probably the library director. The income should be used to fund the practice of library science more than the teaching of it. The balance of fund not used to fund the chair in library science is to be used for the purchase of new books, online access to various journals, audio/visual components, computer software, and keeping up with new technology advancements in the area of information.

The Helen I. Weiss Chair in Educational Leadership was established in 2014 through an estate gift from Ms. Helen I. Weiss. Helen dedicated her life to the field of education. She taught at TLU for 40 years where she implemented the college's teacher training program in elementary education and became head of the department. She was honored with many educational and community awards for her dedication and leadership to her field. This chair will promote creativity and leadership in education and Christian values and faith. The holder of this chair should demonstrate exceptional skills in leadership and creativity and have primary and secondary teaching experience.

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 chair holder 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 TLU 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 at TLU, he 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 WilliamBohls 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 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 TLU. 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 Harold T. Johnson Professorship in Aviation or Pre-Engineering. This professorship was established in 2012 by Harold Johnson to enhance future opportunities of the professors and students at Texas Lutheran University in the pursuit of knowledge and a fulfilling life. In addition to supporting expenses associated with the holder's professional activities and scholarship, it may also support student research conducted with the professorship holder.

*The Leif Johnson Professorship in Business Administration. T*his 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 that provides assistance to Lutheran agencies across the state.

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.

The Donald H. Nelson Professorship for Biology. Don devoted his retirement to

his passions for conservation, his farms and his trees. This professorship was established in honor of his friend Gerhard Cartford, a former professor and music department chair at TLU. Don' s gift to TLU was an opportunity to honor his friend and further support land-based stewardship, research, and education. He considered it a true honor and privilege to do so.

FELLOWSHIPS

The Gembler Fellowship. This fellowship was established in 2005 from the estate of Verner Gembler.

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 TLU.

The Keiffer 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 TLU.

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 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.

Reza Abbasian
George T. and Gladys H. Abell
William and Marie Adams
Captain Sumner Alpert
Eric V. and Frieda T. Anderson
Loran and Lois Anderson
Tilden and Clara Rea Anderson
William and Barbara Anderson
Jack and Oleis Arlitt
O. W. and Emma Arning
Ruth and James Arthur
Harlan and Altus Aschen
Rebekah Jane Aduddell
Cleophus and Claudia Autrey
Thomas and Nancy Ayres
Dexter B. and Mildred L. Babcock
Jeffery Alan Babcock
Heinie and Frieda Bade
Harold and Ethel Baenziger
Otto and Hermina Baenziger
Dr. Scott Bailey
David Carl Baker
Jeffrey C. Barkemeyer
Kenneth and Margaret Barnes
Olga Balderach
Roy Balter Memorial

Edwin and Barbara Barsachs
Tee Bates Memorial
Dr. Bruce and Vicki Bauknight
Baumbach-Dollinger for Overseas Study
George and Joyce Baur
Dr. Earl F. Beard
Dr. Norm and Esther Beck
Paul E. and Annie Mae Becker
Thomas Carl Bell
Benefit of Humanity through the Sciences
Carlos O. Benfer
Lillian K. Bennett
Oliver and Genevieve Berglund
Alfred and Vivian Bergstrom
Celia Berwin Memorial Foundation
Bethany Lutheran Church
Henry H. and Lynwood W. Beyer
Dr. Harold D. Bier
Rev. and Mrs. L. D. Billnitzer
Brent Bischoff Art
Harry Bischoff
Elizabeth Burges Blevins
Bloomquist/Burns Pre-Engineering
Buster Blumberg
Dan Blumberg
Otto and Eleanora Blumberg
Roberta Blumberg
Clara Itz Bober
Otwin H. and Margaret D. Boecker
Harold and Sherline Bogisch
Karen Bogisch
Leona Bogisch
Martin L. Bogisch
Theodor Bogisch Family
Alvin and Ruth Bohls
C.L. and Meta Bohls
Elton Bohmann
Doug Boyer Choral
Carl Wade and Carolyn Bickham Bradow Music
Christian L. and Annie Mae Bradow
William and Ruth Hartmann Brady
Gohmert Bratz
Rev. Dr. John and Rosalin (Hicks) Braulick
Dr. Alvin L. and Mrs. Marion Brekken
Governor Dolph Briscoe Presidential Award for Leadership and Service
Esther I. Brittain
Dorothy Ann Brown
Richard Peter Brunner Jr.
Frank and Gaelyn Burk
Rev. James P. and Vida Abrameit Burnet
Virginia and Martin Burns
Stephen B. and Mildred Cage
Frederick George and Nancy Gibson Carney
Charlotte Carstens
Ruth Cavitt
Anita M. Chambers
Gail A. Sager Chambers Music
Sigurd Christiansen
Walter and Sue Christiansen
Dr. Annette Citzler
Class of '51
Class of '60
Class of '61
Class of '63
Class of '66
Bert and Betsy Clardy
McCormick L. and Louise Jenkins Clifton
Bertha E. Cole
Dr. and Mrs. Martin L. Cole
Katherine E. Collins
Caroline Joy Conrad Memorial
The Cook Family
Robert and Elaine Cordes
G. and Lenora Cornelius
The Corporation
Cross United Church of Christ
E. Larry and Joan F. Crowell
Dr. James C. Curry
Dolores Dahl
Kirby and Sue Dahl
D. and Thecla Dallmeyer
Pastor Herman and Laura Dannhaus
G.P. & Dorothy Wienecke Day Educational
Carlyn December
Dellis-Shaffer

Kenneth Davison Dengel
Edwin and Diana Dentler
Erwin and Allyne Derrick
Development Board
Drs. Wilfred and Bobbie Morrow Dietrich
Hilmar and Cora Dittmar
Rosa Lee and Alfred Doerfler
Delmer and Rose Dolton
Dr. Stuart and Michelle Dorsey
Duderstadt-Hartmann Family
Frank L. Dunne
Mr. and Mrs. Herbert Eakins
Mr. and Mrs. Robert Eastwood
The Eggert Family
Rev. Clarence and Faye Ehler Family
John Ehler Memorial
Myrtle Ehrig
The Eidbo Family
Erik Ekenstam
Russell Ray Elley
Paul and Peggy Elton
Emanuel's Lutheran Church
Harry Henry Engelking
Armine C. Ernst
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XI. Academic Calendar

FALL 2026

August 18-23	Online check-in for fall (all students must check-in)
August 21	New students living on campus move-in
August 24	Returning students move-in
August 24	Classes begin for first subterm (online graduate programs only)
August 24-28	Late registration and schedule changes
August 25	Classes begin for the traditional term
August 28	Last day to register for the fall semester
September 7	Labor Day Holiday (no classes – university offices closed)
September 10	Census Day
September 21	Three week checks due
September 28	Last day to withdraw from a first subterm course with a W (5pm)
October 12	Six-week grades due
October 15-16	Mid-semester break
October 18	End of first subterm
October 26	Classes begin for second subterm (online graduate programs)
November 3	Last day to withdraw from a regular term course with a W (5pm)
November 9-13	Faculty advising
November 16-20	Registration for spring classes
November 25-27	Thanksgiving break (no classes – university offices closed)
November 30	Last day to withdraw from a 2nd subterm course with a W (5pm)
December 9	Last day of class for regular term
December 9-10	Make-up registration
December 10	Reading day
December 11-16	Final examinations
December 17	Graduating senior grades due by 5pm
December 19	Baccalaureate & Commencement
December 20	Last day of class for second subterm (online graduate programs)
December 21	All other student grades due at 5pm

SPRING 2027

January 5-11	Online check-in for spring (all students must check-in)
January 11	Classes begin for first subterm (online graduate programs only)
January 12	Move-in for returning students; residence halls open
January 12-19	Late registration and schedule changes
January 13	Classes begin for the traditional term
January 18	MLK Holiday
January 19	Last day to register for the spring semester
January 29	Census Day
February 8	Three-week checks due
February 15	Last day to withdraw from a first subterm course with a W (5pm)
February 18	Last day to finish an incomplete from the fall
March 1	Six-week grades due
March 7	End of first subterm
March 8-12	Spring break
March 15	Classes begin for second subterm (online graduate programs)
March 25-26	Easter holiday (no classes – university offices closed)
April 5	Last day to withdraw from a traditional term course with a W (5pm)
April 5-9	Faculty advising
April 12-16	Registration for May, summer, and fall terms
April 19	Last day to withdraw from a second subterm course with a W (5pm)
April 28	Last day of classes for traditional term
April 28-29	Make-up registration
April 29	Reading day
April 30-May 5	Final examinations (including Saturday exams)
May 6	Graduating senior grades due at 5pm
May 8	Baccalaureate & Commencement
May 9	Last day of class for second subterm
May 10	All other student grades due at 5pm

SUMMER 2027

May Subterm (traditional programs):
May 13 ..... May subterm begins
May 14 ..... Last day to add a class May subterm
May 21 ..... Last day to withdraw with a W 5pm
May 27 ..... May subterm ends

Summer A Subterm (traditional programs):
June 1 ..... Summer A subterm begins
June 2 ..... Last day to add a class summer A subterm
June 16 ..... Last day to withdraw with a grade of W 5pm
June 18 ..... Juneteenth Holiday
June 29 ..... Summer A Term ends

Summer B Subterm (traditional programs):
July 6 ..... Summer B subterm begins
July 7 ..... Last day to add a course summer B subterm
July 21 ..... Last day to withdraw with a grade of W 5pm
July 31 ..... Summer B Term ends

Interdisciplinary Leadership (EdD) subterm 1:
May 10 ..... EdD subterm 1 begins
May 11 ..... Last day to add a class EdD subterm 1
June 4 ..... Last day to withdraw with a grade of W 5pm
June 20 ..... EdD subterm 1 ends

Interdisciplinary Leadership (EdD) subterm 2:
June 21 ..... EdD subterm 2 begins
June 22 ..... Last day to add a class EdD subterm 2
July 26 ..... Last day to withdraw with a grade of W 5pm
August 15 ..... EdD subterm 2 ends

MBA subterm (online graduate programs in business and business analytics):
June 1 ..... MBA subterm begins
June 2 ..... Last day to add a class MBA subterm
July 6 ..... Last day to withdraw with a grade of W 5pm
July 25 ..... MBA subterm ends

XI. ABSN Academic Calendar

FALL 2026

August 5	Mandatory information session (new students)
September 11	All conditional requirements due (new students)
September 15	Tuition payment due
September 21	First day of class/orientation
September 25	Last day to add/drop
October 6	12th class day
October 9	Credit balance refunds
October 15	Second tuition payment due
November 15	Third tuition payment due
November 20	Last day to withdraw with a W
November 25-27	Thanksgiving holiday
December 15	Final tuition payment due
December 21-25	Christmas holiday
January 1	New Year's holiday
January 4	Reading Day
January 5-8	Finals
January 11	Grades due (noon)

SPRING 2027

December 9	Mandatory information session (new students)
January 15	Tuition payment due
January 15	All conditional requirements due (new students)
January 18	MLK Day
January 25	First day of class/orientation
January 29	Last day to add/drop
February 9	12th class day
February 12	Credit balance refunds
February 15	Second tuition payment due
March 12	Spring Break
March 15	Third tuition payment due
March 25-26	Easter Break
March 29	Last day to withdraw with a W
April 15	Final tuition payment due
May 3	Reading Day
May 4-7	Final exams
May 10	Grades due (noon)

SUMMER 2027

April 2	Mandatory information session (new students)
May 15	Tuition payment due
May 17	All conditional requirements due (new students)
May 24	First day of class/orientation
May 28	Last day to add/drop
May 31	Memorial Day
June 9	12th class day
June 15	Second tuition payment due
June 18	Juneteenth Holiday
June 18	Credit balance refunds
July 2	Independence Day holiday
July 15	Third tuition payment due
July 26	Last day to withdraw with a W
August 15	Final tuition payment due
August 30	Reading Day
Aug 31 – Sep 3	Final exams
September 6	Grades due (noon)

XII. Index

absences, 211
academic advising, 208
accounting, 25
admissions, 10
African-American Studies, 26
alternative teacher certification, 90
applied music. *See* Music
art, 28
athletic training, 31
athletics, 259, 261
attendance, 211

biochemistry, 37
biology, 37
business, 43
Business Analytics, 56

campus ministry, 228
campus recreation, 228
chemistry, 61
classification, 210
commencement, 219
communication studies, 64
competencies, 201
computer science, 68
credit by exam, 22
criminal justice, 70

directed study, 24
distributions of liberal education, 204
dramatic media, 72
drop/fail grades, 211
dual participation, 21

economics, 76
education, 78
education masters, 92
English studies, 102
environmental science, 105

FERPA, 218
finance, 43
financial aid, 236
foundations of liberal education, 200
french studies, 106

geography, 108
grade changes, 214
grades, 212
graduation requirements, 198
grants, 239
greek studies, 110

Hebrew studies, 111
history, 112
honors at graduation, 207

incomplete grades, 213
information systems, 116
integrated science, 118
Interdiscipinary Leadership, 95
Interdisciplinary Studies, 119
international business, 43
international students, 14
international studies, 120
internship, 25

kinesiology, 121

Krost, 225

languages across the curriculum, 127
loans, 240

management, 44
marketing, 44
mathematics, 128
MBA, 49
Mexican-American studies, 132, 225
music, 133

nursing, 145

philosophy, 159
physics, 161
political science, 167
pre-professional programs, 171
psychology, 173
public relations, 178

readmission, 209
refunds, 235
repeating courses, 214
ROTC, 178, 226

SAP, 247
social innovation & social entrepreneurship, 44, 179
sociology, 182
spanish studies, 185
statistics, 188
student employment, 229, 243
study abroad, 223

theology, 189
transfer credit, 215
transfer students, 12

veterans affairs, 227

Washington semester, 226
withdrawal from the university, 209
withdrawal grades, 214
women's & gender studies, 195, 223

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