Texas Lutheran University Catalog

Announcements
for
2007-2008 Academic Year

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

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

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

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

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Mission Statement of Texas Lutheran University

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

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

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

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

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

Texas Lutheran University Institutional Goals for Graduates

KNOWING

TLU graduates should have achieved

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

DOING

TLU graduates should be able to

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

BECOMING

TLU encourages and assists its students in developing

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

(Adopted by the faculty, April 1997; revised April 2003)

Texas Lutheran University

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

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

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

TLU's culturally and geographically diverse student body is taught by a highly-qualified faculty in classes averaging fewer than 20 students, with no classes larger than 50 students. These faculty members challenge, mentor, and recommend students for later opportunities as individuals whom they know well. The quality that this makes possible has been recognized repeatedly in U.S. News & World Report's survey of America's best colleges and universities, and by The Princeton Review's *Best Western Colleges*. Special programs include the TLU Honors Program, the Krost Program for total fitness, and the Mexican-American Studies Center. Students participate in off-campus studies for academic credit through study abroad programs, the Washington Semester Program in Washington, D.C., and the university's summer programs.

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

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

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

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

TLU serves approximately 1,400 students on its campus in Seguin. Approximately 900 students live in the university's seven residence halls and eleven university-owned apartment buildings.

I
Admissions

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

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

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

ADMISSIONS PROCEDURE

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

FIRST-YEAR STUDENTS

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

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

- The application for admission and financial aid, completed in full, including the essay.
- An official transcript sent directly from the high school with current rank-in-class and cumulative grade point average (applicants can be evaluated from sixth semester transcripts).

- Scores from either the SAT I, Reasoning Test of The College Board OR the American College Testing Program (ACT) (These scores can be sent directly to Texas Lutheran from the testing service or will be considered official if recorded on the high school transcript).
- The non-refundable application fee of $25 OR a fee waiver from The College Board or the high school.
- A recommendation from the student's high school counselor and a teacher who has had an academic relationship with the applicant.

The merits of each applicant are considered on a case by case basis with a special emphasis on the high school record. Students whose records predict achievement of academic success at Texas Lutheran are offered admission.

Students graduating from a non-accredited high school, including those who have been home-schooled, need to provide all the documents listed above, including a transcript. Transcripts should show all completed coursework. In addition, a diploma with date of graduation should be provided. However, in consideration of these applicants, a greater emphasis will be placed on the scores of the SAT I or ACT.

Students submitting a GED in place of the high school transcript will need to have earned a composite score of 50. The tests required for these applicants will be determined on an individual basis. A personal interview may also be requested.

TRANSFER STUDENTS

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

- The application for admission and financial aid, completed in full, including the essay.
- Official transcript(s) from every institution that the applicant has attended. Even if no credit was earned at the institution, a transcript is required.
- An official high school transcript (this is a federal requirement).
- The non-refundable application fee of $25.
- One completed recommendation from a reference familiar with the students academic background.
- Transfer addendum form. This form will be sent upon receipt of the application for admission.

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

Generally, transferable university-level work with a 2.25 GPA on the 4.00 scale will be accepted. Students on scholastic or disciplinary suspension are not eligible to apply until the suspension period has elapsed. Transfer work taken at another

college or university while a student is academically suspended is generally not accepted at Texas Lutheran. Also, failure to make an accurate report of all colleges attended will subject the student to disciplinary action and possible dismissal.

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

INTERNATIONAL STUDENTS

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

The merits of each applicant are considered on a case by case basis with a special emphasis on the quality of the academic work. To qualify for admission into the academic program, a score of 550 on the TOEFL or other sufficient documentation of English language proficiency is required.

The Admissions, Advising, Academic Standards Committee will review the admission application for all International Applicants with a TOEFL score less than 550 or those applicants that do not present a TOEFL, SAT or ACT score for consideration in the application process.

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

- The completed application for admission and the international student addendum to the application.
- Official transcripts from each secondary school and, if applicable, post-secondary school attended. These should include a listing of courses taken and marks/grades earned and must be translated into English.
- Proof of financial solvency. This needs to be verified by a financial institution with a signature and photocopies of financial records.
- A $25 (U.S. Dollar) non-refundable application fee (due to fluctuations in exchange rates, the check or money order must be drawn on a United States bank).
- Completed Confidential Report of Proficiency in English form.
- TOEFL scores sent directly to Texas Lutheran from the Educational Testing Service or other documentation of English Proficiency deemed appropriate.

NOTIFICATION OF ADMISSION

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

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

PROCESS FOR SPECIAL CONSIDERATION

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

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

POST-ACCEPTANCE PROCEDURES

FINAL TRANSCRIPTS

FRESHMEN: The admissions office must have a FINAL transcript sent directly from your high school. The graduation date and your final class rank must be on this transcript. TRANSFERS: The admissions office must receive an official transcript from each college or university you have attended. This ensures that a transfer evaluation will be performed and that you will receive credit for any transferable college/university work. We also need a copy of your high school transcript. According to the federal financial aid regulations, a high school transcript or GED certificate is required on all students (including transfers). IT IS YOUR RESPONSIBILITY TO MAKE SURE THAT AN OFFICIAL TRANSCRIPT IS SENT TO TLU. If we have not received an official high school transcript with documentation of graduation date by August 1 – for the fall semester or January 4 – for the spring semester, your acceptance will be rescinded.

ACCEPTANCE DEPOSIT

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

HEALTH FORM

The comprehensive student health form will be sent 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.

HOUSING APPLICATION AND MATCHING FORM

Texas Lutheran believes in the value of a residential campus. The housing application and matching form must be filled out completely and honestly to assure a quality residential experience. Forms should be returned to the admissions office and are then forwarded to the office of residence life. At a designated time, the office of residence life will mail the housing contracts to all students who have paid their $200 deposit. Without the $200 deposit 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 May. Exceptions to the on-campus living requirement are granted to those students who are married, over 21 years of age, transfers with 90 college credit hours, or commuting from home. Requests for exceptions are to be directed to the director of residence life.

ADVISING AND REGISTRATION

The advisor/advisee relationship is important at Texas Lutheran. It is due to the importance and value placed on this relationship that Texas Lutheran continues to conduct the advising and registration process in person. To assure a quality experience and eliminate long lines, there are a variety of opportunities for advising and registration for those applying for the fall term; these usually occur in May and June. For spring term applicants, advising and registration is conducted the day before classes begin in the spring. Specific details concerning these important events are forwarded after the student has been accepted. Prior to participating in the advising and registration process, it is important to have completed the procedures and forms listed above.

ADMISSIONS PROCEDURES FOR SPECIAL STUDENTS

DUAL PARTICIPATION (DP)

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

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

For information or formal application, students should contact the office of enrollment services.

SUMMER TRANSIENT STUDENTS

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

EVENING COLLEGE

Refer to information on page 15 for information on this program for students who are interested in the evening program.

READMISSION OF FORMER STUDENTS

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

ADVANCED CREDIT AND PLACEMENT

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

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

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

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

Students may receive a maximum of 30 semester hours credit toward graduation through any one or combination of the above programs. Students affiliated with the Evening College Program should contact the Office of Registration and Records for information and limits on their program. Further information on tests and scores for which a student may receive credit is available from the admissions office or the Office of Registration and Records.

II
Evening College

The Evening College provides opportunities for the academic development of adult and non-traditional students.

EVENING COLLEGE COURSES

Courses in the Evening College are college-level, full-credit courses that may be applied toward a number of degrees offered through Texas Lutheran University. This program currently offers evening coursework on the Seguin campus.

CLASSIFICATION AS ADULT/NONTRADITIONAL STUDENT

To be classified as an adult/nontraditional student, an individual must meet one or more of the following criteria:

1. twenty-three years of age or older
2. active duty military
3. full-time employment
4. two or more years of interruptions in formal education.

ADMISSION TO THE EVENING COLLEGE

Students are admitted to the Evening College Program based upon classification as an adult/non-traditional student and submission of official copies of high school transcripts/GED certificates and official transcripts for all previous university course work. Students may be admitted as either a degree seeking student in one of the majors offered within the Evening College, or as a non-degree seeking special student. Upon successful completion of 12 semester hours, students will formally apply for admission and have all transfer work applied to their TLU academic record.

FINANCIAL AID

Students enrolled through the Evening College Program may be eligible for financial aid programs offered by the federal and state governments, including Pell Grants and Stafford loans. Contact the Texas Lutheran University Office of Financial Aid at 830-372-8075 for information.

III
Center for Professional Development

The Center for Professional Development (CPD) provides opportunities, within the mission of the university, for the professional growth of individuals in the community. CPD programs prepare participants for certification in a specific area of study, enhance an existing career, or open opportunities for professional growth in new directions. CPD also contracts with organizations to develop training tailored to their professional development needs. The Center offers different levels of instruction through program certificates, short courses, professional certifications, corporate training, workshops, and institutes.

Certificate programs qualify individuals for a specific professional career. These programs are comprised of several to many courses and allow participants to earn continuing education units (CEUs). Some certificate programs, such as the medical assisting and medical insurance coding, prepare participants for national certification examinations.

Texas Lutheran University offers a post-baccalaureate teacher certification program in addition to its traditional undergraduate teacher certification program. The Teacher Alternative Certification Program (ACP) is authorized by the Texas State Board of Educator Certification and meets all federal No Child Left Behind standards for an acceptable alternative route to certification. Students in this program earn 18 academic credit hours beyond the bachelor's degree and prepare for the Texas teacher certification exams. The purpose of the ACP program is to provide training for professionals who are pursuing careers in education.

CPD customizes training in response to requests from the community to address a need in a corporate or community setting that requires tailored teaching topics. Additionally, the Center offers workshops for area professionals, including public school educators, for continuing education units.

CPD offers real estate pre-licensing classes to prepare individuals for the Texas Real Estate Licensing Examination. The core classes offered at TLU are Principles of Real Estate I and II, Law of Agency, Law of Contracts, and Marketing.

The SAT Preparation course prepares students for college/university entrance exams. Math, verbal, and test-taking skills are emphasized in six two-hour class meetings.

The Center offers a wide range of highly interactive online courses that are completed entirely over the Internet. These non-credit courses meet continuing education needs in a variety of areas from computer applications to personal development to languages.

Each summer, the Advanced Placement (AP) Institute provides two one-week sessions in cooperation with the College Board. Ten or more courses are held each week to meet the needs of new and experienced AP high school and middle school teachers from the surrounding area. These institutes are intense, subject-specific courses that provide support and professional development in the teaching of AP and Pre-AP courses. Classes are small and serve as a forum for the exchange of ideas and information about AP, building success in the classroom, and vertical teaming.

More information about the Center for Professional Development can be found on the Web site at www.tlu.edu/cpd or by e-mailing the Center at cpd@tlu.edu.

The curriculum for courses currently available can be found on the Web site at www.tlu.edu/cpd or by e-mailing the Center at cpd@tlu.edu.

IV
Courses of Study

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

SYSTEM OF NUMBERING COURSES

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

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

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

SPECIAL STUDIES AND TOPICS

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

119 LONE STAR SCHOLARS ACADEMY STUDY COURSE

The Lone Star Scholars Academy is offered for high school juniors and seniors

during a special summer residential program and requires at least 25 hours of classroom work under a qualified professor. Credit is granted in one of TLU's departments or academic divisions as approved by each college's department chairs and provost. A maximum of two credits may be earned per year with no more than four credits total, and no more than two credits under the same disciplinary designator.

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

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

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

279-379-479 SPECIAL TOPIC

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

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

410-420-430 INDEPENDENT STUDY

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

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

411-434-475 SENIOR SEMINAR

In some majors a special research effort is required by the department as a requirement for graduation. Details of the course proposal are completed by the student and the major advisor.

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

Internships offer part-time or full-time experience closely related to the student's specific career and academic interests. Arranged on an individual basis, the internship agreement identifies the problems to be researched, experience to be gained, and related readings to be accomplished. A maximum of six credit hours of internship may be applied towards a student's degree requirements. Students performing internships for credit must be enrolled at TLU during the term (fall, spring or summer) in which the internship is served. Normally, 50 to 75 hours of internship equal one semester hour of credit.

ACCOUNTING

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

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

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

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

AFRICAN-AMERICAN STUDIES

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

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

APPLIED MUSIC

For AMUS course listings, see "Music" in this section of the catalog.

APPLIED SCIENCE DUAL DEGREE

Major in applied science (Dual Degree, Applied Science/Engineering Program): A dual degree can be obtained that consists of three years of course- work at Texas Lutheran followed by two to three years at an engineering school. This program is designed for students interested in engineering who also wish to obtain a broader background in other disciplines. The student begins by completing the general education requirements and the subject area requirements for a bachelor's degree at Texas Lutheran as well as basic courses in physics (PHYS 240, 241, 312, 392), engineering/physics (ENGR 132, 383, 390, 391), chemistry (CHEM 143), mathematics (MATH 231, 232, 333, 334), statistics (STAT 374) and four hours of electives. Normally, this will take three academic years. In addition, the student, while at Texas Lutheran, may take some courses that will transfer as "directed electives" at an engineering school. Current agreements are with Baylor University and Southern Methodist University engineering schools.

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

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

ART

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

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

Supporting courses for art major: 24 semester hours, including ART 136, 374, 375, and 15 hours in fine arts, humanities, and/or social sciences.

Minor in art: 18 semester hours, including ART 131, 138, 374, 375; and 233-333 or 235-335 or 237-337 or 272-372.

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

ART

ART 131. Drawing I (3:1:5)
Drawing for potential art majors as well as those with little or no previous drawing experience. Basic concepts emphasizing the formal elements of drawing. Media include pencil, charcoal, and pen and ink.

ART 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.

ART 138. Design I (3:1:5)
Introduction to the formal elements of design and principles of visual organization.

ART 231. Drawing II (3:1:5)
Theory and practice in the elements of drawing with emphasis on the human figure. Prerequisite: ART 131 or consent of instructor.

ART 233. Painting I (3:1:5)
Introduction to painting media and techniques. Personal expression through pictorial organization is stressed.

ART 235. Sculpture I (3:1:5)
Fundamental techniques and three dimensional concepts in producing sculpture in clay, plaster, and other materials.

ART 237. Printmaking I (3:1:5)
Printmaking processes including relief printing and monoprinting techniques with emphasis on development of personal style and concepts.

ART 272. Ceramics I (3:1:5)
Basic techniques in forming, decoration, and firing pottery. Emphasis on handbuilding with introduction to wheel thrown forms.

ART 332. Drawing III (3:1:5)
Continuation of ART 231, with emphasis on further investigation of drawing concepts and structure. Prerequisite: ART 131, 231 or consent of instructor.

ART 333. Painting II (3:1:5)
Emphasis on development of personal style, specialized concepts and techniques.

ART 335. Sculpture II (3:1:5)
Emphasis on development of personal style, specialized concepts and techniques related to 3-dimensional art.

ART 336. Design II (3:1:5)
Color theory as well as concepts related to 3-dimensional form.

ART 337. Printmaking II (3:1:5)
Printmaking processes including etching and drypoint, related to printworks and graphics. Emphasis on further development of personal style, specialized concepts and techniques.

ART 339. Watercolor (3:1:5)
Investigation of composition, color, techniques, and materials related to watercolor.

ART 372. Ceramics II (3:1:5)
Continuation of ART 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: ART 272 or consent of instructor.

ART 373. Art Concepts (3:3:0)
Basic art activities in a variety of media and materials for teachers of all grades.

ART 374. 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.

ART 375. 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: ART 374 is not prerequisite.)

ART 378. Photography (3:1:5)
Introduction of historic, non-traditional and alternative methods of creating photographic imagery with the use of medium format film.

ART 379. Special Topics (3:X:X)
Designed to provide specialization in various media taught in the department.

ART 410, 420, 430. Independent Study (X:0:X)
Independent research in the visual arts under departmental supervision. Prerequisite: Consent of instructor.

ART 434. Senior Seminar (Capstone course) (3:1:5)
This seminar emphasizes professional development of individuals in pursuit of career in the visual arts and has the following five components: continued development of studio work, exhibition, documentation, critical reading, and community service through the arts. Required of all art majors. Includes group and individual critiques of advanced studio work, preparation of this body of work for exhibition either in an on-campus or off-campus senior group or solo show, production of a digital or 35mm. slide portfolio, development of a resume, artist's statement, and biography, reading and discussions of contemporary aesthetic and ethical issues in the field of art, initiation and/or participation in community service and volunteer projects during the course of study that are in related in some way to the arts using the skills that have been acquired in the process of art-making.

ART 436. Environmental Sculpture (3:1:5)
Exploration of three methods of environmental sculpture that include site specific, installations and earthworks.

ART 473. Advanced 2-Dimensional Studio (3:1:5)
Continuation of 2-dimensional interest (painting or printmaking) with introduction to contemporary ideas of art, emphasis on craft, and broadening of critical thinking skills in preparation for a career in the visual arts. Prerequisite: completion of 100 and 200 level required courses toward art major or consent of instructor.

ART 474. Advanced 3-Dimensional Studio (3:1:5)
Continuation of 3-dimensional interest (ceramics or sculpture) with introduction to contemporary ideas of art, emphasis on craft, and broadening of critical thinking skills in preparation for a career in the visual arts. Prerequisite: completion of 100 and 200 level required courses toward art major or consent of instructor.

ATHLETIC TRAINING

CRITERIA FOR ADMISSION

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

1. Unconditional acceptance to TLU via Enrollment Services Office
2. Completion of an athletic training program application form, returned to the program director before April 1.
3. Three reference evaluation forms completed by certified/licensed athletic trainers, instructors, supervisors, etc. whoa re familiar with the student. Completed forms must be returned to the program director before April 1.
4. An interview with the TLU Athletic Training Educational Program Director and Athletic Training Staff.
5. A minimum of a 2.5 cumulative GPA on a 4.0 scale for all high school and college work.

6. Students must read and sign a technical standards agreement prior to acceptance to the program.
7. Previous athletic training experience is preferred but not required.
8. Students accepted into the athletic training program as a freshman will be considered on a probationary status. The freshman athletic training student is expected to concentrate on academic course work and use field experience hours to orient themselves to the athletic training progression, and TLU policies and procedures. The probationary period lasts the entire freshman year and requires all of the following to continue as a sophomore athletic training student:

a. Present and punctual for all classes, meetings, and field experience hours.
b. Successful completion of Anatomy & Physiology (BIO 147-148) with at least a C grade.
c. Successful completion of First Aid and Medical Self help (KIN 122) or first aid/CPR certification through the American Red Cross.
d. Successful completion of Prevention and Care of Athletic Injuries (KIN 120) with at least a B grade.
e. Positive evaluations each semester with clinical instructor.

TRANSFER POLICY

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

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

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

Student applications will be evaluated and ranked based on the above criteria. The number of offers of acceptance into the program will be made based on availability of positions. Students may be admitted directly from secondary schools or with previous college/university experience. Each student must complete a minimum of six semesters in the athletic training program.

Major in Athletic Training (B.S.): 46 semester hours, including KIN 120, 121, 122, 135, 234, 238, 271, 272, 333, 335, 371, 372, 378, 381, 411, 476, 211P, 212P, 311P, 312P, 411P, 412P.

Supporting courses for Athletic Training: 14 semester hours, including BIO 147, 148, 235; CHEM 133. An apprenticeship of at least 1800 hours over a minimum of six semesters in the Athletic Training program is required.

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

Additional information may be obtained through the ATEP director.

BIOLOGY

The biology department acquaints students with basic and advanced concepts and principles pertaining to the structure and function of living organisms. Four tracks exist to prepare students for future careers: a B.A. or B.S. in biology, a B.S. in biology (molecular track) and a B.S. in biology (environmental track).

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

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

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

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

Supporting courses (B.S. degree): 27 semester hours, including CHEM 143, 144 or 341, 248-249; MATH 231; eight hours of physics.

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

Supporting courses (molecular biology specialization): 30 semester hours, including CHEM 143, 144 or 341, 248-249; MATH 231; STAT 374; eight hours of physics.

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

Supporting courses (environmental biology specialization): 30 semester hours, including CHEM 143, 144 or 341, 248-249; MATH 231 or 238; STAT 374; eight hours of physics.

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

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

BIOLOGY

BIO 130. Basic Biology (3:2:3)
A general introductory course in biology with lab. The class will cover basic structural and functional characteristics of plants and animals with an emphasis on current biological issues. Topics will include the effects of humans on the environment, genetic engineering, and medical concerns such as cancer and AIDS. This course is designed for the non-science major.

BIO 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.

BIO 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. May be used for biology majors and minors. Credit will not be given for both BIO 147 and BIO 143.

BIO 144. Biological Systems II (4:3:3)
A continuation of the topics of BIO 143 with emphasis on the diversity of life, how plants and animals work, and ecology.

BIO 147. Human Anatomy and Physiology I (4:3:3)
An introductory course examining the organization of the human body and mechanism for maintaining homeostasis. Topics include cell structure and function; basic metabolism; basic histology; and the anatomy and physiology of the integumentary, skeletal, muscular, and nervous systems. Emphasis is placed upon integration of systems as they relate to normal health. Credit will not be given for both BIO 147 and BIO 143.

BIO 148. Human Anatomy and Physiology II (4:3:3)
Second course in a two-semester sequence in which the organization of the human body and mechanisms for maintaining homeostasis are examined. Topics include the anatomy and physiology of the special senses and the endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems.

BIO 220, 230, 320, 330. Directed Study (X:X:X)
Individualized study courses under the general supervision of a biology faculty member. The topic chosen by the student and approved by the faculty member and department chairman 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.

BIO 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.

BIO 219, 229, 239, 419, 429, 439. Internship In Biology/Allied Health Sciences (X:X:X)
Opportunities in specialty fields are designed to familiarize the student with the challenges, opportunities and demands inherent in specific career fields. Maximum credit allowable, three semester hours.

BIO 241. Plant Biology (4:3:3)
A study of the biology of aquatic and terrestrial plants; emphasizing cytology, morphology, function, growth and reproduction. Course also includes taxonomy and an examination of specific plants with medicinal, pharmacological, food and agricultural importance. Prerequisite: eight hours of biology.

BIO 242. Microbiology (4:3:3)
An introduction to microorganisms, with emphasis on the bacteria, including the study of morphology and metabolism, culturing and staining techniques. Prerequisite: eight hours of biology, and four hours of chemistry (may be taken concurrently).

BIO 341. Genetics (4:3:3)
A study of the principles and molecular mechanisms of genetic transmission in higher organisms with emphasis on humans; the identification and functioning of hereditary material. Prerequisite: 12 hours of biology and MATH 133.

BIO 343. Comparative Anatomy and Embryology of the Vertebrates (4:3:3)
An integrated study of vertebrate morphology and development. Laboratory includes study of the protochordates, lamprey, frog and chick embryos, shark, and cat. Prerequisite: eight hours of biology.

BIO 346. Aquatic Biology (4:3:3)
A study of the functioning of freshwater ecosystems and the taxonomy, morphology, and natural history of freshwater organisms. Laboratory will emphasize field techniques and identification of freshwater species, especially invertebrates. Prerequisite: eight hours of biology.

BIO 347. General Ecology (4:3:3)
A study of the relationships between organisms and their environment. Prerequisite: eight hours of biology.

BIO 379. Special Topic (3:3:0 or 3:2:3)
Specialized topics for biology majors. Offered only upon sufficient demand and availability of staff. Prerequisite: eight hours of biology.

BIO 410, 420, 430. Independent Study (X:X:X)
Intensive, individual study and/or research available to qualified students with a special interest in doing advanced work in specific areas not covered by regular courses. The student devises the study proposal in consultation with the faculty supervisor and obtains the approval of the department chair. Independent study is open only to juniors

and seniors who have performed exceptionally well academically with a cumulative grade point average of at least 3.0. Credit earned may be from one to three hours for each course with a maximum of six hours in a term.

BIO 411. Senior Capstone Seminar (1:0:0)
Preparation and presentation of a public speech and scientific poster describing research done by the student. Course will include guest lectures and discussion sessions. Prerequisite: BIO 422.

BIO 414. Biochemistry/Physiology Lab (1:0:3)
Laboratory course in modern biochemical and physiological techniques with an emphasis on experimental design, manipulations, and data analysis. Limited to juniors and seniors. Prerequisite: BIO 242; MATH 138; CHEM 248; BIO 437 and/or BIO 431 should be taken in advance or concurrently. (Also offered as CHEM 414.)

BIO 422. Senior Capstone Research (2:2:0)
A systematic investigation of a selected topic in biology followed by writing of scientific research report or review paper. Course will include guest lectures from leading biologists and discussion of how the student's education in biology can prepare them for leadership and service in society.

BIO 431. General Physiology (3:3:0)
A physiochemical approach to the functioning of animal cells and the integration of major organ systems. Prerequisite: eight hours of biology; one year of chemistry; one year of physics.

BIO 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: BIO 431, PHYS 142 or 241 and MATH 138.

BIO 437. Biochemistry (3:3:0)
The study of the chemistry of carbohydrates, lipids, proteins, and nucleic acids. Emphasis is on enzymes and metabolic regulation in mammalian systems. May not be counted for both biology and chemistry credit. (Also offered as CHEM 437.) Prerequisite: BIO 242 and CHEM 248.

BIO 438. Advanced Microbiology (3:3:0)
An intensive study of one aspect of microbiology. Topics will vary from term to term, to include immunology, microbial physiology, and virology. Prerequisite: BIO 242.

BIO 441. Advanced Plant Biology (4:3:3)
An intensive study of one aspect of plant biology. Topics will vary from term to term, to include plant taxonomy, plant anatomy and/or plant morphology, plant physiology, economic botany, and/or other topics of interest. Prerequisites: 241.

BIO 444. Molecular Biology (4:3:3)
A study of the synthesis, localization, structure, and function of biomolecules. Emphasis is placed on cell regulatory mechanisms controlling signal transduction and gene expression. Topics vary to reflect current issues in molecular biology such as gene therapy, restriction fragment length plymorphism analysis, loss of cell cycle regulation in tumorigenesis and aging, and molecular systematics. Models to explain pathophysiological problems are examined. Prerequisite: BIO 341, CHEM 248, CHEM 341 or 144, MATH 138.

BIO 473. Evolutionary Biology (3:3:0)
An exploration of historical and current ideas in evolutionary biology, with a focus on biological mechanisms, scientific methods, and evolutionary theory. Prerequisite: eight hours of biology.

BUSINESS ADMINISTRATION

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

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

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

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

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

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

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

PROFESSIONAL SPECIALIZATIONS:

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

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

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

Supporting courses for Economics specialization: 21 semester hours including MATH 133; 136 or 231; STAT 374, 375; ECON 237, COM 374; plus three hours political science.

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

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

International Business: 21 semester hours including BA 477, 439 (must be taken during TLU-approved study abroad program); ECON 431, ECON 339, BA 484 or 490; POLS 337 or 435. Additionally, students must earn credit in six hours of a modern foreign language.

Supporting courses for International Business specialization: 24 semester hours, to include MATH 133, 136; STAT 374; ECON 237, 375; COM 374; HIST 234; ID 131 or SOC 239 or GEOG 234.

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

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

Marketing: 15 semester hours including BA 371, 372, 474, 490, 3 hours electives in business, economics, ART 338, or PR 131

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

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

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

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

Minor in business administration: 18 semester hours, including BA 231-232, 337, 339, 373 and 377.

BUSINESS ADMINISTRATION

BA 231, 232. Principles of Accounting (3:3:0 each)
Financial accounting processes for service and merchandising enterprises, payables and inventories, deferrals, accruals, and long-lived assets; accounting systems and concepts; partnerships and corporations; decision-making; and financial statement analysis.

BA 235. Accounting for the Non-Business Major (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 BA/ECON/CSCI elective requirement.)

BA 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: BA 232.

BA 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: BA 344.

BA 336. Individual Income Tax Procedures (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: BA 232 or 235.

BA 337. Principles of Marketing Management (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: ECON 237 and BA 232 or 235.

BA 338. Quantitative Applications (3:3:0)
Introduces quantitative analysis techniques in business decision-making situations. Includes topics such as forecasting, decision analysis, utility, marginal analysis, inventory control, linear programming, simulation and project management. Prerequisite: MATH 136 or 231.

BA 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.

BA 343, 344. Intermediate Accounting I, II (4:3:1)
Financial accounting-theoretical foundation, concepts, and principles underlying financial statements; current assets; current liabilities; property, plant and equipment; short-term investments; present value analysis; intangible assets; long-term liabilities; corporate capital; analysis of financial statements; and other subjects including bonds, pensions, leases and long-term investments. Prerequisite: BA 232.

BA 371. Professional Selling and Sales Management (3:3:0)
An overview of techniques used in professional selling, sales planning, and the management of sales relationships. Experiential exercises and role playing will be used to provide students an actual experience in the techniques of professional selling. Sales management issues examined are compensation, sales training, planning, evaluation, and motivation.

BA 372. Advertising and Promotional Strategies (3:3:0)
A study of advertising and promotion as communication tools in marketing and business management. Students will develop an understanding of the process of creating effective advertising and promotional campaigns. Emphasis will also be placed on media planning, budgeting, and internet strategies.

BA 373. Management and Organizational Behavior (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: BA 232 or 235.

BA 374. Entrepreneur 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 components, 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: BA 373.

BA 376. Managerial Cost Accounting (3:3:0)
Emphasis upon utilization of cost data in planning and controlling to include global competition, ethical considerations, and customer satisfaction. Internal and external cost factors are woven into the planning models. These include just-in-time (JIT), activity-based costing (ABC) and total quality management (TQM). In addition, cost management systems and performance measurement systems will be examined to develop skills in cost-volume-profit analysis, planning, budgeting, costing, and variance analysis areas. Prerequisite: BA 232.

BA 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: BA 232.

BA 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: BA 232.

BA 379. Special Topic (3:3:0)
Designed for students majoring in business administration. May be repeated for credit when topics change. Prerequisite: BA 232 or 235.

BA 410, 420, 430. Independent Study (X:X:X)
Independent study by students majoring in business. Departmental approval required.

BA 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.

BA 431. Investments (3:3:0)
A study of the environment and tools of investment. Emphasis on securities markets; fixed-income assets, common stock, and specialized investment alternatives; portfolio construction; investment management and tax considerations. Reports and

presentations on current periodical research and participation in a trading exercise are required. Prerequisite: BA 377.

BA 432. Operations Management (3:3:0)
Management of the operations function of both manufacturing and service organizations: how to make decisions about product, processes, location, layout, inventory control, supply chains, maintenance, human factors, quality management, and scheduling. Attention is also given to providing a basic understanding of analytical techniques that aid in operating decisions. Prerequisites: BA 373 and 338.

BA 471. Business Strategy (3:3:0)
A case study course in strategy formulation and policy implementation that integrates accounting, economics, financial, marketing, and personnel policies for sound corporate decisions. Identifying and solving policy problems through analysis of company operations. Designed as a capstone course. Prerequisite: senior standing and BA 337, 338, 373, 376, and 377. Note: This capstone course may not be transferred in from another institution.

BA 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: BA 373.

BA 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: BA 337 and STAT 374 or BA 338.

BA 476. Corporate Tax Procedures (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: BA 336.

BA 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: BA 373.

BA 478. Auditing Principles (3:3:0)
Emphasis on the opportunities and risks of auditing including the planning, evidence gathering and risk assessment. Examine the audit standards, professional ethics and audit liability exposure. Implement and review the audit approaches and extent of testing including internal controls and substantive tests. In addition, develop an understanding of audit reporting. Prerequisite: BA 344 and BA 332.

BA 479. Advanced Accounting (3:3:0)
Formation, dissolution and liquidation of partnerships; international accounting; business combinations; consolidated statements; segments; interim reports; reporting for the SEC; statement of affairs; and statement of liquidation. Prerequisite: BA 344 with a grade of "C" or better.

BA 480. Accounting for Government and Not-for-Profit Organizations (3:3:0)
A study of accounting, budgeting, fiscal procedures and financial records of governmental funds, colleges and universities, health care entities, and private not-for-profit organizations. Offered fall of odd years. Prerequisite: BA 344 with a grade of "C" or better.

BA 481. Seminar in Accounting Theory (3:3:0)
A study of current accounting pronouncements and literature; accounting bulletins of the American Institute of Certified Public Accountants, Securities and Exchange Commission Accounting Series Releases and Statements from the Financial Accounting Standards Board. Emphasis on oral and written communication skills necessary for a career in accounting. Prerequisite: 24 hours of accounting.

BA 482. CPA Review (3:3:0)
The review and study of concepts and applications in areas of financial accounting and reporting, auditing and attestation, regulation, and business environment and concepts. Prerequisite: 30 hours of accounting and instructor approval.

BA 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: BA 377.

BA 485. Fraud Examination (3:3:0)
Develop advanced auditing skills and abilities to understand the ways occupational fraud and abuse occur. Develop the skills to evaluate evidence and determine the validity and accuracy of the evidence. Enhance analytical skills used by auditors and investigators in evaluating the financial statements to insure that the data presented appears reasonable. Offered fall of even years. Prerequisite: BA 232 or 235.

BA 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: BA 232 or 235.

BA 487. Tax Research (3:3:0)
Tax Research methods using an on-line research database, preparation of reports summarizing research results, advanced tax topics including taxation of international activities and estate and gift taxation. Prerequisite: BA 476.

BA 488. Financial Statement Analysis (3:3:0)
Review and analysis of financial position and results of operation utilizing corporate annual reports and Forms 10K, including analysis of liquidity, operating efficiency, profitability, and solvency. Prerequisite: BA 344.

BA 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: BA 337.

BUSINESS OF SCIENCE

The business of science minor is designed for both science and business students who are considering a career as a scientist or in a scientific business. Upon successful completion of the minor, the student will understand the fundamentals and cultures of both business and science, and will be able to work more effectively and communicate across discipline lines.

Minor in Business of Science: 18 semester hours: ECON 237, BA 235, 337, 373, 374, 489. In addition, students must complete 16 hours of major-level coursework from one of the following disciplines: biology, chemistry or physics.

BA 489. Business of Science (3:3:0)
A study of the managerial and strategic dimensions of decision-making in business and science operations in the scientific market environment. A changing scenario-based simulation requires student teams acting as senior managers to make decisions involving scientific research (to include goals, methodology, and funding) market strategy and analysis, funding sources, and legal and ethical issues. Outside experts from industry will present actual case studies and workshops. Prerequisites: BA 235, 337, 374 plus 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 understand the role science plays in the modern world. Chemistry is often called the "central science" because it relates to so many areas of human interest and curiosity. These areas ultimately become intertwined with those of other disciplines, including physics, biology, medicine and many others. The goals of the department are the following:

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

Major in chemistry (B.A. degree): 34 semester hours, including CHEM 143-144, 248-249, 341-342, 411, 412; and eight hours chosen from the following: CHEM 335, 337, 344-345, 379, 410, 414, 420, 430, 432, 436, 437, 471.

Supporting courses (B.A. degree): 24 semester hours, including eight hours of physics, MATH 231; and 13 hours from the natural sciences or mathematics.

Major in chemistry (B.S. degree): 43 semester hours, including CHEM 143-144, 248-249, 337, 341, 342, 344-345, 411, 412, 432; and three hours chosen from: CHEM 335, 379, 410, 414, 420, 430, 431, 436, 437, 471.

Supporting courses (B.S. degree): 26 semester hours, including eight hours of physics, MATH 231 and 232; and 12 semester hours (9 hours 200-level or above) from mathematics, physics, computer science, or STAT 374.

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

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

CHEMISTRY

CHEM 113. Introductory Laboratory Chemistry (1:0:3)
This course may be taken in conjunction with CHEM 133 for those students who desire a laboratory science course. The course may not be taken without CHEM 133. This laboratory will introduce the student to scientific measurements, physical and chemical changes, and techniques involved in inorganic, organic, and biochemistry.

CHEM 133. Introductory Chemistry (3:3:0)
This course includes a general introduction to inorganic, organic, and nuclear chemistry including inorganic problem solving. Does not count towards the chemistry major. Students needing four hours credit or laboratory credit should also enroll in CHEM 113.

CHEM 143. General Chemistry I (4:3:3)
An introduction to the general concepts of chemistry designed for the physical and life science major. Students who demonstrate superior ability in CHEM 143 will be encouraged to take CHEM 341 in the spring semester in lieu of CHEM 144. Upon the satisfactory completion of CHEM 248 and CHEM 341, the student will be granted credit for CHEM 144 after paying the institutional credit fee.

CHEM 144. General Chemistry II
An introduction to organic and biological chemistry. Acid-base chemistry and chemical equilibrium will also be covered. Suitable for the science major and the allied health student. Prerequisite: CHEM 143.

CHEM 219, 229, 239, 419, 429, 439. Internship In Chemistry/Allied Heath Sciences (X:X:X)
Opportunities in specialty fields are designed to familiarize the student with the challenges, opportunities and demands inherent in specific vocational areas. Maximum credit allowable, three semester hours.

CHEM 210, 220, 230, 310, 320, 330. Directed Study (X:X:X)
An individualized course generally under the direction of a chemistry faculty member. The topic is chosen by the student and approved by the faculty member and department chairperson.

CHEM 248-249. Organic Chemistry (4:3:4.5 each)
An introduction to the concepts of organic chemistry including organic functional groups, reactions, synthesis, and mechanisms. Each course may be taken without the laboratory for three semester hours credit with the consent of the instructor. Prerequisite: CHEM 144 or 341.

CHEM 335. Quantum Mechanics (3:3:0)
An introduction to theory and methods of quantum mechanics. Topics include the physical basis of quantum mechanics, its fundamental postulates, and applications in chemistry and physics. (Also offered as PHYS 335). Prerequisite: MATH 232.

CHEM 337. Intermediate Organic Chemistry (3:3:0)
An introduction to physical organic, reaction mechanisms and current synthetic methods. Prerequisite: CHEM 249.

CHEM 341. Analytical Chemistry (4:3:4)
A study of chemical equilibria including acid/base and oxidation reduction chemistry and electrochemistry including biochemical systems. An introduction to spectroscopy is also covered. The laboratory covers volumetric, potentiometric, and spectroscopic methods. Prerequisite: CHEM 143.

CHEM 342. Instrumental Techniques (4:3:4)
A study of the theory and application of modern instrumental techniques of chemical analysis. The laboratory work will illustrate the use of these instruments in modern chemistry. Prerequisite: CHEM 341, (CHEM 248-249, 344 advisable.)

CHEM 344-345. Physical Chemistry (4:3:4 each)
A mathematical approach to the theories and laws of chemistry as applied to gases, liquids, solids, and solutions, including quantum theory, thermodynamics, chemical and physical equilibria, chemical kinetics, electrochemistry, colloids, etc. Prerequisite: CHEM 341, MATH 231, PHYS 141 or 240.

CHEM 379. Special Topic (3:3:0)
A course for advanced students in chemistry and physics covering such areas as theoretical chemistry, electronics, quantum mechanics, and thermodynamics. Offered only upon sufficient demand and availability of staff. Prerequisite: 12 semester hours of chemistry and MATH 231.

CHEM 410, 420, 430. Independent Study (X:X:X)
Specialized individual work and seminars not covered by regular courses for advanced students who have shown themselves capable of independent study. Consult advisor before registering. Prerequisite: 16 hours of chemistry.

CHEM 411. Senior Seminar I (1:X:0)
Choice of seminar topic and research methods, culminating with the writing of a research paper and an oral presentation. In addition seminars from professional chemists will be heard and analyzed.

CHEM 412. Senior Seminar II (1:X:0)
Guidelines for an effective chemistry seminar, culminating in the presentation of a seminar and submission of a written research paper. In addition, seminars from professional chemists will be heard and analyzed. Prerequisite: CHEM 411.

CHEM 414. Physiology/Biochemistry Laboratory (1:0:3)
Prerequisite: CHEM 248 (Also offered as BIO 414.)

CHEM 431. Spectroscopy (3:3:0)
Rigorous introduction to the theory and applications of ultraviolet, infrared, mass, nuclear magnetic resonance, and Raman spectroscopy. Prerequisite: CHEM 249. Co-requisite: CHEM 345.

CHEM 432. Advanced Inorganic Chemistry (3:3:0)
Modern concepts of the structure of matter, nature of the chemical bond, complex ions theories of acids and bases, and periodic properties of the elements are studied. Prerequisite: 16 hours of chemistry.

CHEM 436. Chemical Bonding (3:3:0)
Introduction to molecular orbital theory and chemical applications of group theory. Prerequisite: CHEM 249 and 344.

CHEM 437. Biochemistry (3:3:0)
An introduction to the chemistry of carbohydrates, proteins, and lipids. Enzyme and metabolism reactions will also be introduced. (Also offered as BIO 437.) Prerequisite: CHEM 248.

CHEM 471. Polymer Chemistry (3:3:0)
Fundamental concepts of polymer chemistry, including mechanisms for synthesis, kinetics, and copolymerization; molecular weight, stereoisomerism, morphology, solubility, and thermal transitions; viscoelasticity and rubber elasticity; and the molecular basis for physical properties. Prerequisite: CHEM 249 and 344.

CLASSICAL STUDIES

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

CLASSICAL STUDIES

CLAS 231. Ancient Greece and Rome (3:3:0)
The major literary offerings of Greece and Rome will be studied and compared within a context of the historical, institutional, and intellectual developments of these two cultures. (Also offered as HIST 231.)

CLAS 233. The Mythological Hero (3:3:0)
Literary selections from various cultural matrices provide the primary reading resources for this course. The course seeks to identify similarities and differences between the heroic exemplars of various cultures and their legacies in contemporary cultural settings.

COMMUNICATION STUDIES

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

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

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

Major in communication studies: 31 semester hours, including COM 131, 132, 132L, six hours from 271, 272, 273; three hours from 372, 373, 375; 374; 433; 434; 479; 439 or another three hours of 479. Students may substitute the Washington Semester (COM 440, 441, 442, 449) for six hours at the 400 level.

Supporting courses: 15 semester hours, including 3 hours of any 200-level literature course; ENG 371; 3 hours of any other 300- or 400-level ENG course; 6 hours of a modern or classical language through 232 or its equivalent.

Minor in communication studies: 18 semester hours, including COM 131, six hours of 200-level COM courses, and nine hours of upper division COM courses.

COMMUNICATION

COM 131. Introduction to Communication Studies (3:3:0)
An introduction to the history and breadth of the field of communication studies, including a philosophical grounding in perception and semiotics and a practical focus on verbal and nonverbal messages in a variety of contexts. APA style will also be covered.

COM 132. Writing for the Media (3:3:0)
An introduction to journalistic practice across various media: print, television, radio and the internet. The course includes units on press releases, AP style, copyediting, interviewing, and journalistic law and ethics. Co-requisite: COM 132L.

COM 132L. Media Practicum (1:1:X)
This laboratory course, taken in conjunction with COM 132, provides students with the opportunity for practical experience in working with media: in the student newspaper, the yearbook, Ethos, or with the University's publications office.

COM 271. Communication and Identity (3:3:0)
An examination of theories of interpersonal communication and intercultural communication through a practical focus on identity issues, including gender, nationality, race and ethnicity.

COM 272. Applied Communication (3:3:0)
An examination of theories of organizational/corporate communication, public relations, and small group communication. Questions of leadership, corporate culture and organizational change and development will be addressed with a focus on specific types of professional settings. Prerequisite: COM 131.

COM 273. Media and Popular Culture (3:3:0)
An introduction to the critical analysis of popular culture from the cultural studies and rhetorical perspectives. Textual analysis skills will be supplemented with a focus on institutional and audience analysis. Prerequisite: COMP 132.

COM 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).

COM 372. Communication Technology (3:3:0)
An exploration of contemporary theories and developments in communication and information technology, primarily in terms of the internet and computer-mediated communication. Advanced web design, HTML and beginning JavaScript will also be covered.

COM 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.

COM 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. Prerequisite: COMP 132.

COM 375. Media Law and Ethics (3:3:0)
This course is designed to introduce students to First Amendment doctrines and issues concerning freedom of expression, explain applications of the law to the work of communication professionals, and engage students in a conversation about the ethical and political issues facing professional communicators.

COM 433. Communication Research Methods (3:3:0)
An in-depth survey of communication research methods from the critical, rhetorical, quantitative and ethnographic perspectives, including substantive focus on both face-to-face and media communication issues. Students will learn research design, argument, and literature review construction. Students will complete research projects in each of the four research areas. Prerequisite: COM 131, senior standing.

COM 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: senior standing, COM 433, ENG 371.

COM 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. Prerequisite: COM 131, 132.

COM 440. Washington Semester Research (4:0:0)
Supervised, individual research in Washington, D.C. designed in consultation with Texas Lutheran and American University. Required as part of the Washington semester program.

COM 441. Washington Semester Seminar in Journalism (4:2:2)
An intense study of gathering, writing, and presenting the news. The course includes seminar meetings with reporters, news executives, news sources, and informed observers of news in Washington, D.C. The seminar provides a thorough background in the practices, problems, and promises of the profession. Students will learn the workings of large and small newspaper, and broadcast news bureaus. Prerequisite: Junior standing and approval of Texas Lutheran's Washington Semester Committee.

COM 442. Washington Semester Seminar in Journalism II (4:2:2)
A continuation of COM 441.

COM 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.

COM 479. Special Topics (3:3:0)
A seminar devoted to exploring a range of topics within the diverse field of communication studies. Representative courses include: Visual Culture, Social Movements, Conflict Management, Media Fandom, Presidential Rhetoric, Hitchcock, Corporate Consulting, Screenwriting, The Rhetoric of the Stock Market, and Freedom of Speech. May be taken multiple times for credit.

COMPUTER SCIENCE

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

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

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

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

Supporting courses for both B.S. and B.A.: MATH 231, MATH 233, one additional math course above MATH 231, STAT 374, STAT 375, ENG 335, plus 6 hours determined by the Computer Science faculty.

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

COMPUTER SCIENCE

CSCI 136. Introduction to C Programming (3:3:0)
A basic introduction to computer programming in the C language. This course may not count toward the major or minor in computer science or the major in information systems.

CSCI 238. Object-Oriented Programming (3:3:0)
An introduction to computer programming in Java including language syntax, control mechanisms, classes and objects, file input and output, and arrays. This is a first course for computer science majors.

CSCI 239. Object-Oriented Design and Methodology (3:3:0)
As a sequel to CSCI 238, this course continues the study of Java with a strong emphasis on object-oriented design. Topics will include inheritance, exception handling, file I/O, Swing graphics, threads, and simple data structures. Prerequisite: CSCI 238.

CSCI 270. Introduction to Computer Science (3:3:0)
A survey course of the various areas of computer science. Topics will include representation of numbers and data, computer organization, basic programming concepts, operating systems, applications, and communication. This is a first course for computer science majors.

CSCI 332. Computer Networks (3:3:0)
A survey course of computer networking with an emphasis on understanding the protocols that make the Internet work. Protocols covered will include TCP, IP, UDP, HTTP, FTP, DNS, DHCP, ICMP, Ethernet, and IEEE 802.11 (wireless). Prerequisite: CSCI 238.

CSCI 334. Database Management and Design (3:3:0)
This course provides an overview of database design and management. Prerequisite: CSCI 238.

CSCI 335. Computer Architecture and Operating Systems (3:3:0)
Covers fundamental topics in computer organization such as data representation, CPU organization, assembly language, instruction sets, the memory hierarchy, and storage systems. This course also covers some basic topics in operating systems. Prerequisite: CSCI 238.

CSCI 337. Data Structures and Algorithms (3:3:0)
The first part of the course covers data structures such as sets, stacks, queues, linked lists, trees, and graphs with an emphasis on algorithms. The last part of the course covers other key algorithms in computer science. Prerequisite: CSCI 239.

CSCI 338. Numerical Methods (3:3:0)
Numerical techniques for solving mathematical models of scientific problems. Topics include the numerical solution of equations, error analysis, numerical differentiation and integration, interpolation and approximations, numerical solution of systems of equations. (Also offered as MATH 338) Prerequisite: MATH 232.

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 grep, awk, sed, the Bourne shell, Perl, and C. Prerequisite: CSCI 136 or CSCI 238.

CSCI 371. Web Programming and Applications (3:3:0)
Surveys current technologies in web programming and applications. Prerequisite: CSCI 238.

CSCI 372. Computer Graphics (3:3:0)
Surveys fundamental topics in computer graphics. Prerequisite: CSCI 239.

CSCI 434. Software Development and Professional Practice (3:3:0)
This course combines a range of topics integral to the design, implementation, and testing of a medium-scale software system. Students will gain practical experience through the completion of a significant group project. This course includes material on professional responsibilities. Prerequisite: CSCI 337.

CSCI 436. Computer and Network Security (3:3:0)
Surveys fundamental topics in computer and network security including basic security principles, cryptography, public key infrastructure (PKI), remote access, wireless communication, firewalls, intrusion detection systems, hardening systems, forms of attack, and software vulnerabilities. Prerequisite: CSCI 332.

CSCI 437. Senior Seminar and Research Project (3:3:0)
A course partially devoted to readings from both historical and current topics in computer science. The readings phase may include student presentations on assigned readings. This will be followed by the performance and completion of an individual research project in computer science, including a written report and oral presentation of the results. Required of all computer science and information systems majors and must be taken during the senior year of study. Prerequisite: Senior standing.

CSCI 471. Operations Research (3:3:0)
Linear programming, network models, integer programming, dynamic programming, deterministic models for inventory and production control. (Also offered as MATH 471.) Prerequisite: MATH 136 or MATH 231.

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†Prerequisite: Either MATH 231 (Calculus I) or MATH 136 (Calculus for Business, Economics, and Social Sciences) is a prerequisite for all upper division computer science courses.

CRIMINAL JUSTICE

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

Minor in Criminal Justice: 18 semester hours, including CJ 231, 331, SOC 374; plus nine hours selected from CJ 439, PHIL 333, POLS 336, 431, PSY 332, or BA 485.

CRIMINAL JUSTICE

CJ 231. Introduction to Criminal Justice (3:3:0)
An overview of the criminal justice system designed to introduce students to the history, organizational components, and philosophy of the criminal justice system and the interrelationship of its subsystems, punishment and its alternatives, the court system, prosecution and its corrections. (Also offered as SOC 231A.)

CJ 331. Criminal Law and Procedure (3:3:0)
An introduction to criminal law, both substantive and procedural, at the federal and state levels. Prerequisite: CJ 231. (Also offered as SOC 331A.)

CJ 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 innnovations in criminal justice. May be repeated for credit when topics are changed. Prerequisite: Department approval.

CJ 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.

DRAMATIC MEDIA

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

Major in Dramatic Media: 32 hours, including DRAM 111 (twice), 132, 234, 334, 435, 436; nine hours from 231, 232, 233, 238; six hours from 331, 332, 333, 335, 338.

Supporting courses: six hours from art, music, ENG 438 (Drama), COM 373, or COM 479 (Film) to be chosen in consultation with an academic advisor in Dramatic Media.

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

DRAMATIC MEDIA

DRAM 101. Dramatic Media Ensemble (0:0:1)
DRAM 111. Dramatic Media Ensemble (1:0:1)
A course enabling participants in the production of dramatic media performance to receive academic credit for their contributions. The student will gain hands-on experience in several of the various participation areas of production. May be repeated for up to four hours of credit. Credit/no-credit grading.

DRAM 132. Introduction to Dramatic Media (3:3:0)
A basic course designed to acquaint the student with the various elements of dramatic media, including text, performance, design, technology, literature, and historical context.

DRAM 231. Scriptwriting Fundamentals (3:3:0)
A foundational course in writing for dramatic media, including the stage and screen, with special emphasis on the elements of storytelling, structure, and format. Students will showcase their developing skills with specific "short" projects in a variety of performance contexts, including student productions.

DRAM 232. Design Fundamentals (3:3:0)
A foundational course in design for dramatic media, including the stage and screen, with special emphasis on appropriate tools, media, and application. Students will apply their developing skills through direct study of, and contribution to, faculty-designed productions.

DRAM 233. Technology Fundamentals (3:3:0)
A foundational course in technology for dramatic media, including the stage and screen, with special emphasis on appropriate tools, applications, and safety. Students will apply their developing skills through direct study of, and contribution to, faculty-designed productions.

DRAM 234. The Text (3:3:0)
A foundational course in text analysis and research, with applications in performance, design and technology. Students will be exposed to a variety of dramatic texts, from a broad spectrum of genres, with special emphasis on the scripts of the current season.

DRAM 238. Acting Fundamentals (3:3:0)
A foundational course in performance for dramatic media, with special emphasis on relaxation, character analysis, and basic systems of acting. Students will showcase their developing skills in a variety of performance contexts, including student productions.

DRAM 331. Scriptwriting Seminar (3:3:0)
An advanced exploration of writing for dramatic media, including the stage and screen, building upon skills previously learned. Students will showcase their advanced skills with specific "full-length" projects in a variety of performance contexts. Finished work will provide material for potential student productions, allowing student writers to work with directors, actors, designers, and technicians. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 231.

DRAM 332. Design Seminar (3:3:0)
An advanced exploration of design for dramatic media, including the stage and screen, building upon skills previously learned. Special focus will rotate, allowing for intense study of various genres, styles, and media. Students will showcase their advanced skills by providing design support for student productions, allowing student designers to work with writers, directors, actors, and technicians. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 232.

DRAM 333. Technology Seminar (3:3:0)
An advanced exploration of technology for dramatic media, including the stage and screen, building upon skills previously learned. Students will showcase their advanced skills by providing technology support for student productions, allowing student technicians to work with writers, directors, actors, and designers. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 233.

DRAM 334. Literature and Historical Context (3:3:0)
An advanced survey of the literature and history of dramatic media, including stage and screen. Students will read and react to a variety of texts, informed by historical perspective, helping them to contextualize their developing skills within the broader scope of dramatic media. Prerequisite: DRAM 132

DRAM 335. Directing Seminar (3:3:0)
An advanced exploration of directing for dramatic media, including the stage and screen, with the primary emphasis alternating each year. This course will integrate skills previously learned in performance, design, and technology. Students will showcase their developing skills in directing with specific "short" projects in a variety of performance contexts, including student productions, allowing student directors to work with writers, actors, designers, and technicians. Directing seminar may be repeated once. Prerequisites: nine hours from DRAM 231, 232, 233, 234, or 238; 3 hours from DRAM 331, 332, 333, 334, or 338.

DRAM 338. Acting Seminar (3:3:0)
An advanced exploration of acting techniques and applications for dramatic media. Special focus will rotate, in conjunction with faculty productions, allowing for intense study of various genres and styles. For example, during production of a Shakespearean play, the seminar would emphasize period style acting for Shakespeare. Seminar courses are repeatable up to 3 times, assuming no repetition of specific subject matter. Prerequisite: DRAM 238.

DRAM 379. Special Topics (3:X:X)
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:X:X)
Specialized individual research, performance, or projects for students capable of independent work in special areas of dramatic media. Prerequisite: 9 hours in Dramatic Media.

DRAM 419, 429, 439. Internship (X:X:X)
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: 9 hours in Dramatic Media.

DRAM 435. Producing and Management (3:3:0)
An advanced exploration of producing and management for dramatic media, including special emphasis on business management, stage management, house management, marketing, sales, and public relations. Students will apply developing skills through direct study of, and contribution to, the current season of production. Prerequisites: 9 hours in Dramatic Media.

DRAM 436. Capstone Project (3:3:0)
An advanced project intended to serve as the culmination of work done in dramatic media. Students, in consultation with the faculty, will be assigned a final project to be completed in the senior year. This project will showcase a student's specialized skills in writing, performance, design, or technology, through direct exhibition in the current season. Prerequisite: Senior standing and permission of faculty.

ECONOMICS

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

Supporting courses for economics major: 24 semester hours, including MATH 136 or 231, STAT 374-375, six hours of upper division political science, and nine hours from: business administration, philosophy, modern languages, ID 131, mathematics beyond 231, and the social sciences.

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

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

ECONOMICS

ECON 233. Economics of Personal Finance (3:3:0)
Practical concepts and applications for managing personal finances including financial planning and record keeping, budgeting, banking and credit, personal taxes, major expenditures, savings, insurance, investments and estate planning. (May not be used by business majors to fulfill three hours of BA/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 138 with a grade of "C" or better, or MATH 136 or 231.

ECON 332. Public Finance (3:3:0)
Analysis of the economics of the public sector with emphasis on institutions and principles and problems of taxation, public expenditures and debt management. Prerequisite: ECON 237 or POLS 232.

ECON 333. American Economic History (3:3:0)
An examination of the history of the United States from independence to the 1970s using economic theory to interpret historical events. Topics include the economic implications of the Constitution, the economics and ethics of slavery, the economic origins of the "Wizard of Oz," and the causes and consequences of the Great Depression. (Also offered as HIST 379-Special Topics.) Prerequisite: ECON 237.

ECON 337. Development of Economic Thought (3:3:0)
A study of the development of economics. Individual theorists and schools of thought are examined in their historical setting, emphasizing their influence upon the development of economic thought and national policies. Prerequisite: six hours of economics.

ECON 339. Growth and Development (3:3:0)
A consideration of the historical sources and effects of technological change in today's industrialized countries and of the role played by government policy, law and culture in this process. An examination of conditions in today's developing countries and of the process by which they have succeeded or failed to close the economic gap between themselves and the industrialized countries. Population growth and environmental sustainability are also examined. Prerequisite: ECON 237.

ECON 373. Money, Banking and Financial Markets (3:3:0)
Study of the U.S. monetary system with emphasis on the commercial banking system, the operation and policies of the Federal Reserve System, monetary theory, and the operation of financial markets. Prerequisite: ECON 237.

ECON 374. Intermediate Microeconomics (3:3:0)
Study of consumer and business behavior, and of markets, including: demand theory, cost theory, market types, game theory and time and uncertainty. Prerequisites: ECON 237, MATH 136 or 231.

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 231.

ECON 379. Special Topic (3:3:0)
Designed for students majoring in economics or upper division students in the social sciences. May be repeated for credit when topics change. Topics include: Institutional Economics, Law and Economics, Agricultural Economics. Prerequisite: six hours of economics.

ECON 410, 420, 430. Independent Study (X:X:X)
An opportunity for students majoring in economics to pursue independent research projects. Prerequisite: 15 hours of economics and approval of instructor.

ECON 419, 429, 439. Internship (X:X:X)
Designed to provide economics majors with opportunities to work in government agencies, financial institutions, and business or research firms engaged in economic analysis or forecasting. A study component must also be agreed on. Summer internships are encouraged. No more than three hours may be counted towards the major. Must have departmental approval.

ECON 431. International Economics and Finance (3:3:0)
An introduction to the theory of international trade and finance with emphasis on contemporary applications. Commercial policy issues confronting the U.S. are considered, as are exchange rates and international capital flows. Prerequisites: ECON 374 or 375.

ECON 440. Washington Semester Economic Policy Research Project (4:0:0)
Supervised, individual research on the relationship between government and the economy. Designed in consultation between Texas Lutheran and American University advisors, focusing on the Washington location permitting personal interviews and direct methods of research. Required as part of the Washington Semester Economic Policy program.

ECON 441. Washington Semester Economic Policy Seminar I (4:2:2)
Analysis of economic issues and applied economic theories through readings, papers, and, most importantly, on-site discussions with economic policy decision makers in

government and from business and labor, as well as from research organizations and members of the press who write on economic issues. Prerequisite: ECON 237, and approval of Texas Lutheran's Washington Semester Committee.

ECON 442. Washington Semester Economic Policy Seminar II (4:2:2)
Continuation of ECON 441.

ECON 449. Washington Semester Economic Policy Internship (4:0:8)
Under American University supervision, students gain hands-on experience in some phase of the economic policy process, such as with a legislative or executive branch office or organization, a private or public interest group, or a research organization. Academic and office supervisors' evaluations determine grade and credit earned. Part of Washington Semester program.

EDUCATION

The Mission of the Department of Education, within a community of faith and learning, is to nurture the intellectual development of our students. The Department of Education faculty strives to develop intellectually competent and confident graduates who are compassionate, contributing, and ethical professional men and women who are qualified and caring instruction leaders for the students of their communities and schools. To accomplish this mission the education faculty works in partnership with the entire university community, building on the strong liberal arts general education for which Texas Lutheran University is acclaimed.

The primary goal of the teacher education program is to prepare the students to receive a baccalaureate degree and, upon successful completion of the Texas Examinations of Educator Standards (TExES) and recommendation by the university, a teaching certificate issued by the State Board for Educator Certification. A complete listing of the steps for certification is included later.

The Department of Education has received specialized national accreditation by the Teacher Education Accreditation council (TEAC). This Initial Accreditation is in effect from June 2006 through June 2011 for the Elementary and Secondary Teacher Education Program. The Teacher Education Program, not the college, school, department, or other administrative unit of the institution, receives TEAC accreditation. This is a significant recognition of the quality of the teacher preparation program offered through Texas Lutheran University's Education Department.

The state of Texas certifies teachers at the following levels: Early Childhood (EC)-4, Grades 4-8, Grades 8-12, and all-level. Certification tests (TExES) are administered by the state at the end of the university certification program.

Students seeking teacher certification in Texas need to meet with their advisors on a regular basis as certification information is changing frequently and new programs are added to those currently approved. Any changes made by the SBEC, or by Texas Lutheran University in interpreting the rulings on education

certification programs in Texas may result in changes in existing certification plans, degree plans, or deficiency plans.

Our mission is shared by many departments in the university, for students 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 and areas for growth.

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 education 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.

Students in the early childhood and elementary education programs pursue a bachelor of science degree with a major in multidisciplinary studies.

Students who seek certification for teaching at the secondary level pursue a bachelor of science degree in their major area of study. All-level (elementary and secondary) certification is available in music and kinesiology.

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. Details of the admissions and retention policies are found in the Teacher Education Admission Criteria Handbook.

ADMISSION PROCEDURES TO THE TEACHER EDUCATION PROGRAM

Students must complete applications by October 1 and March 1 to be admitted to the Teacher Education Program for the following semester. Students must attend three meetings - TEACH I, II and III - to start the process of being reviewed for possible admission to the program. Application to the Teacher Education Program is typically done during the sophomore year. Transfer students should plan to apply after completing one full semester at TLU. Students may not enroll in professional sequence courses (ED or RED courses) until the Teacher Education Committee approves admittance. Applications may be considered for

admission when the following conditions have been met:

1. Present and maintain an overall cumulative GPA of 2.90.
2. Completion the following courses with a "C" or better: MATH 133 or higher, COMP 131, 132, FE 134 (or equivalent), PSY 236 (or concurrent enrollment), and 6 hours from two different dimensions as demonstrations of ability to read, write, compute and think critically in academic settings. In addition, students are urged to complete COM 374 prior to filing for admission to the Teacher Education Program
3. Passage of all sections of THEA with the following scores: Reading 260, Math 230, and Writing 220.
4. Clearance of a criminal background check.
5. Completion of TEACH I, II and III and required field experiences in academic settings.
6. Recommendations from general education faculty, advisors, designated personnel from the office of student life, and from faculty in the department of education.
7. A score of 550 on the TOEFL or other sufficient documentation of English language proficiency for international students.
8. Students may be admitted provisionally if one or more of the listed conditions have not been met. Provisional admission is solely at the discretion of the Teacher Education Council. All provisions must be met before the student will be allowed to go forward into Student Teaching.

ADMISSIONS PROCEDURES FOR STUDENT TEACHING

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

1. be admitted to the Teacher Education Program (see above).
2. maintain an overall cumulative 2.90 grade point average throughout the program. (If a student falls below 2.9, the student will have one semester to restore the 2.9 GPA.)
3. achieve a "C" (2.00) or better in specified courses.
4. complete a minimum of six semester hours at Texas Lutheran University.
5. receive recommendations/evaluations from faculty, from field experience supervisory teachers and from designated personnel in the Office of Student Life.
6. receive acceptance into student teaching by the Teacher Education Committee.
7. maintain standards as required by the rules of the State Board for Educator Certification and the Teacher Education Admission and Retention policy for the university.
8. obtain liability insurance for protection while working in educational settings for student teaching.

Enrollment in student teaching requires that students have completed all coursework required for graduation except for ED 437/438/471, RED 336/375 and student teaching courses. In special circumstances, students may take additional courses in the term following student teaching, although no other courses may be taken during the student teaching term.

REQUIREMENTS FOR TEXAS TEACHER CERTIFICATION

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

ELEMENTARY EDUCATION TEACHING FIELDS

Students in the elementary education program pursue a bachelor of science degree with a major in Multidisciplinary Studies. Teacher certification in Texas is for either early childhood through fourth grade, or for grades four through eight. Course requirements for TLU graduation and for certification as a Texas teacher are listed below. Please consult with the department of education for additional information on these approved programs. Requirements are subject to change based on rulings of the State Board for Educator Certification.

Degree Requirements and Certification for EC-4 Generalist (B.S. degree)

Foundations of Liberal Education - 24 hours
COMP 131, 132, FE 134, ENG 371, MATH 133 or higher (excluding MATH 130), 375, 376, COM 374

Professional Development Courses - 18 hours
ED 332, 334A, 431, 437, 460

Academic Support Courses - 27 hours
ED 333A, 371, 372, 373, 472, RED 332, 370, 375, 376

Arts Dimension - 6 hours
ART 373, MUS 333

Humanities Dimension - 6 hours
ENG 2xx (Literature), HIST 234

Natural Sciences Dimension - 9-12 hours
BIO 130 or higher, ENVS 140 or BIO 235, and CHEM 133 or PHYS 141

Social Sciences Dimension - 21 hours
HIST 131, 132, 270, POLS 231, GEOG 131, PSY 236, and 3 hours from one of the following: MAS 238, SOC 338A, or SOC 373

Cross Cultural Dimension - 6 hours
Spanish Language (6 hours) or verification of language proficiency by professors in the language department

Theological Dimension - 6 hours
THEO 133, THEO xxx

Personal Well Being Dimension - 6 hours
KIN 121, KIN 377 or 333, and 1 hour activity course

Degree Requirements and Certification for EC-4 Bilingual Generalist (B.S. degree) with Spanish minor

Foundations of Liberal Education - 24 hours
COMP 131, 132, FE 134, ENG 371, MATH 133 or higher (excluding MATH 130), 375, 376, COM 374

Professional Development Courses - 18 hours
ED 332, 431, 437, 460, BE 331

Academic Support Courses - 27 hours
ED 333A, 371, 472, RED 332, 375, BE 332, 333, 370, 376

Arts Dimension - 6 hours
ART 373, MUS 333

Humanities Dimension - 6 hours
ENG 2xx (Literature), HIST 237

Natural Sciences Dimension -6-7 hours
BIO 130 or higher, ENVS 140 or BIO 235

Social Sciences Dimension - 15 hours
HIST 131, POLS 231, GEOG 331, PSY 236, MAS 238

Cross Cultural Dimension - 21 hours
SPAN 232 or 236, 337, 338, 375, 376, 472, 474

Theological Dimension - 6 hours
THEO 133, THEO xxx

Personal Well Being Dimension - 6 hours
KIN 121, KIN 377 or 333, and 1 hour activity course

Degree Requirements and Certification for Teachers of Grades 4-8 (B.S. degree)
Students seeking 4-8 certification must choose one of the three specializations: English Language Arts and Reading 4-8, Math/Science 4-8, or Social Studies 4-8

Foundations of Liberal Education - 27 hours
COMP 131, 132, FE 134, ENG 371, MATH 133 or higher (excluding MATH 130), 138, 375, 376, COM 374

Professional Development Courses - 18 hours
ED 332, 334A, 433, 471, 465

Academic Support Courses - 21 hours
ED 333B, 373, 472, RED 332, 336, 370, 376

Arts Dimension - 6 hours
6 hours of electives from Art, Dramatic Media or Music

Humanities Dimension - 6 hours
ENG 2xx (Literature), HIST 132

Natural Sciences Dimension - 9-12 hours
(Note: These courses are not required for Math/Science specialization)
BIO 130 or higher, ENVS 140 or BIO 235, CHEM 133 or PHYS 141

Social Sciences Dimension - 9 hours
HIST 131, POLS 231, PSY 236
Cross Cultural Dimension - 6 hours
Spanish Language (6 hours) or verification of language proficiency by professors in the language department

Theological Dimension - 6 hours
THEO 133, THEO xxx

Personal Well Being Dimension -3 hours
KIN 121, and 1 hour activity course

Students seeking 4-8 certification must choose one of the following specializations:

English Language Arts and Reading 4-8 Specialization - 30 hours
ENG 233, 234, 278, 279, 372, COM 273, RED 332, three hours of electives, plus ENG 371, COM 374 (last three courses are also listed in Foundations of Liberal Education and Humanities Dimension requirements).

Math/Science 4-8 Specialization - 48 hours
Math requirements: 12 hours to be determined by the math department, plus the 12 math hours listed above in the Foundations of Liberal Education requirements
Science requirements: BIO 143/144 or BIO 147/148, CHEM 143, 144, plus eight additional hours to be determined by science department.

Social Studies 4-8 Specialization - 30 hours
POLS 334, 337, 339; three hours selected from POLS 332, 431 or HIST 431; GEOG 131, HIST 234, 270, ECON 237, plus HIST 131, 132, and POLS 231 (last three courses also listed in the general education requirements).

SECONDARY EDUCATION TEACHING FIELDS

Students who seek certification for teaching at the secondary level pursue a bachelor of science degree in their major area of study. All-level certification (both elementary and secondary) is available in music and kinesiology. Course requirements for TLU graduation and for certification as a Texas teacher are listed below. Please consult with the department of education for additional information on these approved programs. Requirements are subject to change based on rulings of the State Board of Educator Certification.

Degree Requirements and Certification for Grades 8-12
(Must choose one of the following as a major: Biology with Life Science 8-12 certification, English Language Arts 8-12 certification, History 8-12 certification, Mathematics 8-12 certification, or Social Studies 8-12)

Foundations of Liberal Education - 18 hours
COMP 131, 132, FE 134, ENG 371, COM 374, MATH 133 (Note: This Math course is not required for Math specialization)

Professional Development courses - 18 hours
ED 332, 334A, 432, 438, 461

Academic Support Courses - 6 hours
ED 472, RED 336

Arts Dimension - 6 hours
6 hours of electives from Art, Dramatic Media or Music

Humanities Dimension - 6 hours
ENG 2xx (Literature), HIST 132
(Note: Literature requirement is met in major area for English Language Arts 8-12)
(Note: History requirement is met in major area for History 8-12)

Natural Sciences Dimension - 9-12 hours
6-8 hours, including lab (Note: This requirement is met in the specialization area for Biology with Life Science 8-12 certification)

Social Sciences Dimension - 9 hours
PSY 236, POLS 231, HIST 131

Cross Cultural Dimension - 6 hours
Spanish Language (6 hours) or verification of language proficiency by professors in the language department

Theological Dimension - 6 hours
THEO 133, THEO xxx

Personal Well Being Dimension - 3 hours
KIN 121, and 1 hour activity course

Electives
Enough electives to total 124 hours (minimum)

Students must choose one from the following majors. Selecting a second certification field is highly recommended (Note: Each of these majors can be selected as a first or second certification area. Consult the Education Department for any alterations of course requirements for second certification areas).

Biology major with Life Science 8-12 certification - 47-48 hours
BIO 143/144 or BIO 147/148, 241, 347, CHEM 143, three courses from the following: BIO 242, 341, 343, 431/414 lab, 473; additional requirements for Biology degree beyond certification include the following: CHEM 147 or 341, eight hours of Physics, STAT 374, BIO 411.

English Language Arts 8-12 major - 27 hours
ENG 372, 278, 279, 233, 234, 438 (Shakespeare), COM 273; plus ENG 371 and COM 374 (last two courses are also listed in Foundations requirements).

History 8-12 major - 30 hours
HIST 233, 234, 475; choose 1 of the following: 271, 272, or 237; select 12 hours upper division history in consultation with the advisor; plus HIST 131, 132 (last two courses also listed in general education requirements)

Mathematics 8-12 major - 31 hours
MATH 231, 232, 233, 238, 333, 334, 375, 376, 411, 431, STAT 374

Social Studies 8-12 major - 30 hours
POLS 334, 337, HIST 234, GEOG 131, 234, ECON 237; three hours from POLS 332, 431, or HIST 431; plus HIST 131, 132, POLS 231 (last three courses listed in general education requirements)

Degree Requirements and Certification for All-Level Music Education (Instrumental Emphasis or Vocal Emphasis)

Foundations of Liberal Education - 18 hours
COMP 131, 132, FE 134, ENG 371, MUS 327 or 328, MATH 133 or higher (excluding MATH 130)

Professional Development courses - 18 hours
ED 332, 334A, 432, 438, 462

Academic Support Courses - 9 hours
PSY 236, MED 472, RED 336

Arts Dimension - (6 hours)
Satisfied within the major.

Humanities Dimension - 6 hours
ENG 2xx (Literature), HIST 132

Natural Sciences Dimension - 6-8 hours
6-8 hours, including lab

Social Sciences Dimension - 6 hours
POLS 231, HIST 131

Cross Cultural Dimension - 6 hours
Spanish Language (6 hours) or verification of language proficiency by professors in the language department

Theological Dimension - 6 hours
THEO 133, THEO xxx

Personal Well Being Dimension - 3 hours
KIN 121, and 1 hour activity course

Music All-Level Education major with Instrumental Emphasis - 60 hours
Please see "Music" section for required courses in this major.

Music All-Level Education major with Vocal Emphasis - 60 hours
Please see "Music" section for required courses in this major.

Degree Requirements and Certification for All-Level Kinesiology (B.S. degree)

Foundations of Liberal Education - 18 hours
COMP 131, 132, FE 134, ENG 371, COM 374, MATH 130 or 133

Professional Development courses - 18 hours

ED 332, 334A, 432, 438, 462

Academic Support Courses - 9 hours
PSY 236, ED 472, RED 336

Arts Dimension - 6 hours
ART 136, 3 hours from Art, Dramatic Media or Music.

Humanities Dimension - 6 hours
ENG 2xx (Literature), HIST 132

Natural Sciences Dimension - 8 hours
BIO 147/148 or BIO 143/144

Social Sciences Dimension - 6 hours
POLS 231, HIST 131

Cross Cultural Dimension - 6 hours
Spanish Language (6 hours) or verification of language proficiency by professors in the language department

Theological Dimension - 6 hours
THEO 133, THEO xxx

Personal Well Being Dimension - (3 hours)
Satisfied within the major.

Electives
If needed to reach 124 total hours.

Kinesiology All-Level major (32-35 hours)
Please see "Kinesiology" section for required courses in this major.

BILINGUAL EDUCATION

BE 331. Bilingual Education Programs in US Schools (3:3:X)
A survey course concerning the EC-12 U.S. schools and bilingual education. Concepts including social and philosophical foundations of education; the history and structure of US schools and school finance; school law; historical background and models of bilingual education; procedures for identification, assessment, and instructional placement of English language learners. A term-long research project and field experience in a bilingual classroom are required. Meets requirements for writing-intensive course and ethics-focused course. Prerequisite: ED 332.

BE 332. Foundations of Bilingualism (3:3:X)
An introduction to the application of the following concepts to instructional decisions: convergent research related to bilingual education; various bilingual education models; benefits of bilingualism and biculturalism; theories/models of language acquisition; awareness of how bilingual education and bilingualism are perceived throughout the world; the importance of creating an additive educational program that reinforces a bicultural identity. The Texas Essential Knowledge and Skills (TEKS) in reading/language arts in grade EC-4 in L1 and L2. Field experience in a bilingual classroom is required.

BE 333. ESL Strategies (3:3:X)
An introduction to the applications of basic linguistic concepts and stages of language development to support students' language development in L1 and L2. Concepts addressed include interrelatedness of first and second language acquisition; developmentally appropriate methodologies and strategies for teaching ESL; knowledge of literacy transfer from L1 and L2; promoting biliteracy; integrating language arts skills in L1 and L2 into all content areas. Field experience in a bilingual classroom is required.

BE 370. Literature for the Classroom (3:3:0)
A study of print and electronic materials for home, school and library use. Studies will read 50 books in Spanish and 50 in English.

BE 376. Literacy Assessment (3:3:X)
A study of formal and informal strategies for identifying literacy strengths and weaknesses in EC-8th grade students. Students will conduct Spanish and English assessments. Field experience required. Prerequisites: BE 370 and RED 332.

EDUCATION

ED 332. Learning Processes and Evaluation (3:3:X)
A study of the fundamentals of cognitive psychology which apply to the learning process including: various taxonomies of learning; relationships among cognitive, physical and affective development in the discovery process; nature and range of exceptionalities; intelligence, creativity and attitudes about learning. This project based, applied learning course considers instructional leadership as well as functions, materials and methods of assessment. Field experience is required. Prerequisite: acceptance into teacher education program. This course may not be transferred in from another institution.

ED 333A. General Science Concepts for the Child (3:2:3)
Introduces science content, science education theory and research, and pedagogical strategies for the EC-4 science classroom. Addresses the areas of logical thinking (scientific reasoning) as they relate to various areas of science content and the development sequences which occur within areas of logical thinking (scientific

reasoning). Students are actively engaged with diagnostic instruments for assessing children's thinking about science and a wide variety of hands-on science activities from the fields of biology, physics, chemistry, geology and engineering. Lab required and technological support included. Prerequisites: ED 332, 334A, MATH 133 or above; six hours of natural science coursework.

ED 333B. Science Concepts for Middle Level Learners (3:2:3)
Introduces science content, science education theory and research, and pedagogical strategies for the 4-8 classroom setting. Students are actively engaged with a wide variety of hands-on lab experiences. Lab required and technological support is included. Prerequisites: ED 332, 334A, MATH 133, six hours of natural science coursework.

ED 334A. U.S. Schools (3:3:X)
A survey course concerning the K-12 U.S. school system, including social and philosophical foundations of education; history, structure, and school finance; the principles, objectives and development of curriculum and instruction; educational technology; social issues and K-12 students; school law and alternative schools. A term-long research project and field experience is required. Meets requirements for writing-intensive course and ethics-focused course. Prerequisite: ED 332 or concurrent enrollment in ED 332.

ED 371. Introduction to Early Childhood Education (3:3:X)
Studies developmentally appropriate practices for child-centered programs for 0-8 years. Included are the development and evaluation of integrated curriculum; social development and the purpose of play; the development of divergent and convergent thinking; and diagnosis and management of child behavior and needs. Field experiences will focus on developmentally appropriate learning experience and management of student behavior. Prerequisite: PSY 236 and ED 332 or concurrent enrollment in ED 332.

ED 372. Issues in Early Childhood Education (3:3:X)
Studies current issues in early childhood education, along with the research studies that support current professional practice. Included are assessment of children and evaluation of programs, family involvement, children with special needs, and issues of diversity. Field experiences will focus on children with special needs and children in settings with diverse populations. Prerequisite: PSY 236 and ED 332 or concurrent enrollment in ED 332.

ED 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: RED 370 and RED 332.

ED 379. Special Topic (3:3:0 or 3:2:0)
An in-depth analysis of selected topics in education. May be repeated for credit when topics are changed. Prerequisite: junior standing with nine hours of education courses and consent of the instructor. Student must be admitted to Teacher Education Program.

ED 410, 420, 430. Independent Study (X:X:X)
Independent research on selected problems. Prerequisite: acceptance into the teacher education program and departmental approval. One to three hours credit.

ED 431. Instructional Strategies, EC-4 (3:X:X)
A field-based course which engages students with interdisciplinary investigations of contemporary instructional strategies and support. Particular focus will be placed on integrating social studies, geography, science and math, and the use of the creative arts to engage students in hands-on integrated instruction for students in EC-4 settings. Professional collaboration and the current technology used in area schools will be included. Prerequisite: ED 332 and ED 334A.

ED 432. Instructional Strategies, Secondary and All-Level (3:X:X)
A field-based course that engages students with the investigation of contemporary instructional strategies and support and models for integrating subject area content. Particular focus will be placed on methods for delivering students' teaching field content and options for integrating the subject area with other disciplines. Professional collaboration and the current technology used in area schools will be addressed. Prerequisite: ED 332 and ED 334A.

ED 433. Instructional Strategies, Grades 4-8 (3:3:X)
A field-based course which engages students with interdisciplinary investigations of contemporary instructional strategies and support. Professional collaboration and current technology used in area schools will be included. Prerequisite: ED 332 and ED 334A.

ED 437. Classroom Management, EC-4 (3:3:0)
A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in EC-4th grade classrooms. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals which strengthen professional confidence and identity. This Capstone Course requires the application of the general knowledge base from ED 332, 334A and 431. Extensive fieldwork time in the student teaching classroom is required.

ED 438. Classroom Management, Secondary and All-Level (3:3:0)
A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in 8-12th grade classroom. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals that strengthen professional confidence and identity. This Capstone Course requires application of the general knowledge base from ED 332, 334A and 432. Extensive fieldwork time in the student teaching classroom is required.

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

ED 460. Student Teaching in EC-4 (6:X:X)
Directed observation, participation, and teaching in the elementary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: ED 332, 334A, 431, RED 332 and 370, and admission into the student teaching program. ED 437 and RED 375 are to be taken concurrently.

ED 461. Student Teaching in the Secondary Schools (6:X:X)
Directed observation, participation, and teaching in the secondary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: ED 332, 334A, 432, and admission into the student teaching program. ED 438 and RED 336 are to be taken concurrently.

ED 462. Student Teaching (All-Level) (6:X:X)
Directed observation, participation, and teaching in elementary and secondary schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. Prerequisite: ED 332, 334A, 431, or 432 and two appropriate methods courses in music and/or kinesiology, plus admission into the student teaching program. ED 438 and RED 336 are to be taken concurrently.

ED 465. Student Teaching in the Middle School (6:X:X)
Directed observation, participation, and teaching in the middle schools for 12 weeks, full days. A student's academic load for the semester in which he or she is engaged in student teaching is limited to 12 semester hours. ED 471 and RED 336 are to be taken concurrently with this course. Prerequisite: ED 332, 334A, 433, and admission into the student teaching program.

ED 471. Classroom Management, Grades 4-8 (3:3:0)
A specific application of methods and strategies of and comprehensive planning for instructional delivery and classroom management in 4-8th grade classrooms. The primary purposes of this course are to apply, integrate and synthesize skills in the context of a specific classroom as well as to set goals which strengthen professional confidence and identity. This Capstone Course requires the application of the general knowledge base from ED 332, 334A, and 433. Extensive fieldwork time in the student teaching classroom is required. ED 465 and RED 336 are to be taken concurrently.

ED 472. Classroom Applications of Technology (3:3:0)
Teaches the selection and application of appropriate technology tools to acquire, analyze, synthesize and evaluate information for diverse applications in daily school practice, including problem solving instruction, simulation, research, experimentation, record keeping, and assessment. Students will select or develop productivity tools appropriate for enhancing communication and instruction with a variety of audiences, including students, parents, and the general public. Admission to teacher education is not required.

READING EDUCATION

RED 332. Foundations of Literacy (3:3:X)
An introduction to the development and acquisition of literacy, including language acquisition, theories and models of reading and the writing phonological and phonemic awareness and approaches to language arts instruction for EC-Grade 4 students. Prerequisite: RED 370.

RED 336. Teaching Reading in the Content Areas (3:3:X)
A study of effective instructional strategies designed to meet the needs of students reading expository text material in content areas. Particular attention is given to the teaching of vocabulary, comprehension, and study skills. Field experience required. Co-requisite: Taken concurrently with student teaching block.

RED 370. Literature for the Classroom (3:3:0)
A study of print and electronic materials for home, school and library use. Admission to teacher education not required.

RED 375. Reading and Writing Across the Curriculum (3:3:X)
A study of effective instructional strategies for integrating reading and writing tasks in the EC-4 classroom. Field experience required. Co-requisite: Taken concurrently with student teaching block.

RED 376. Literacy Assessment (3:3:X)
A study of formal and informal strategies for identifying literacy strengths and weaknesses in EC-8th grade students. Field experience required. Prerequisite: RED 370 RED 332.

ALTERNATIVE CERTIFICATION PROGRAM (ACP)

Texas Lutheran University offers a post-baccalaureate teacher certification program in addition to its traditional undergraduate teacher certification program. The Teacher Alternative Certification Program (ACP) 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 only 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 Certification Program offers certification in a variety of areas. These certification areas include: EC-4 Generalist, 4-8 Generalist, 4-8 Science/Math, 4-8 English Language Arts and Reading, 4-8 Social Studies, 8-12 English Language Arts and Reading, 8-12 History, 8-12 Life Science, 8-12 Math, 8-12 Physical Science, 8-12 Social Studies, 8-12 Science, All-Level Art, All-Level Music, All-Level Physical Education (Kinesiology), Spanish 6-12 and Speech Communication 6-12.

ADMISSIONS REQUIREMENTS

ACP applicants must have, as a minimum, a Bachelor's degree with a recommended minimum GPA of 2.5. Applicants must also perform at a satisfactory level on an entrance exam or on the Texas Higher Education Assessment (THEA). Acceptable THEA scores are 260 for Reading, 240 for Writing and 220 for Math. A composite score of 1000 on the SAT or 20 on the ACT as well as a composite score of 900 on the GRE are acceptable entry scores for the program.

Prospective students who have already completed a minimum of 24 hours in a subject content area need to complete, in most cases, 18 hours of professional development coursework in the ACP. This includes 12 hours of professional development coursework in the university classroom and six hours of internship in a school setting. A detailed review of each applicant's transcript will determine exactly how many hours are required for certification.

ACP 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. Significant emphasis is placed on technology applications for beginning teachers. Interns have the opportunity to use a mobile technology lab during each class session. Benchmarks and assessments have been established to ensure attainment of standards, competencies, and proficiencies.

In the ACP, teacher interns must meet all educational requirements that include professional development/competencies regarding area content, evaluations, assessments, field-based experiences, service learning projects, professional observations/appraisals, portfolios and attendance/participation. Interns must successfully complete all preparation program requirements and appropriate certification tests for their certification area. A thorough year-long internship is closely monitored by the TLU faculty. During the internship year, all students work with a mentor teacher in the school in addition to the University supervisor. The role of the mentor is to assist the student to develop into an independent, fully functioning reflective teacher who will regularly engage in problem-solving related to his or her own teaching. The mentor teacher also observes and assesses the intern's performance in the classroom.

The following courses are the minimum required courses to prepare teacher interns to meet standards for Pedagogy and Professional Responsibilities:

Course Number	Course Title	When Offered
ED 334A	U.S. Schools	daytime - summer session
ED 332	Learning Processes and Evaluation	evening - fall session
ED 431/432/433	Instructional Strategies	evening - spring session
ED 437/438/471	Classroom Management	daytime - summer session
ED 439	Internship for two full semesters	

ENGINEERING

Students interested in an Engineering course of study should see "Applied Science" in this section of the catalog for details. Engineering (ENGR) courses are listed in "Physics" in this section of the catalog.

ENGLISH STUDIES

Mission Statement: The program in English studies introduces students to literature in a variety of cultural and historic contexts. Students will learn advanced writing and composition skills as they explore cultural and structural aspects of literature in a variety of contexts and styles. Students will learn research and analytic skills that can be applied in a myriad of writing situations, from the creative to the corporate. Students will be challenged to ask and answer questions about why literatures are written, why they take the forms that they do, what they communicate about human experiences and what impacts they have on the individual and on society.

Goals: The English studies major provides students with a broad understanding and appreciation of English language and literatures. These abilities are enhanced as students gain knowledge of literary forms and the cultural and historical circumstances these forms and their interpretations shape and reflect. English studies majors develop analytical, interpretive, and verbal skills.

Career opportunities: Students planning to enter the following fields may wish to consider a major in English studies: law, web design, teaching, public relations, human resource management, publishing, politics, ministry writing and editing. Students who decide to pursue graduate work will be well prepared to enter programs in either English, rhetoric and composition, American studies, comparative literature, and communication studies.

Major in English studies (literature specialization): 30 semester hours including six hours from 233, 234, 235, 271, 278, 279, or PHIL 237; six hours from 330A, 330B, 371, 372; 379; six hours from 435, 436, 437, or 438 (other than Shakespeare); 438 (Shakespeare); 474; 475.

Supporting courses for English studies (literature specialization): 15 semester hours, including three hours of any 200-level COM course; COM 372, 373 or 479; PHIL 131; and six hours of a modern or classical language through 232 or its equivalent.

Major in English studies (writing specialization): 30 semester hours including six hours from 233, 234, 235, 271, 278, 279, or PHIL 237; nine hours from 330A, 330B, 371, 372 or COM 132; 379; six hours from 435, 436, 437, or 438; 474; 475.

Supporting courses for English studies major (writing specialization): 15 semester hours, including three hours of any 200-level COM course; COM 372, 373, 375 or 479; PHIL 131; and six hours of modern of classical language through 232 or its equivalent.

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

ENGLISH

COMP 131. English Composition I (3:3:0)
This course teaches academic reading and writing skills, which are crucial to students' success and intellectual growth in all their courses. Students will learn to read literary and scholarly texts critically and carefully and to produce analytical arguments about those texts. They will refine their existing writing skills and address any problems they might have with standard English usage. Each section of COMP 131 pursues a different topic; recent offerings have focused on the problem of homelessness, images of scientific creativity, critical reading of fairy tales, and the recent crises in business ethics. All sections, however, 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 focusing on a social 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.

ENG 233. Introduction to British Literature I (3:3:0)
An examination of British literature and its cultural context from the Middle Ages to the eighteenth century. Dramatic, lyric, expository and narrative forms are studied.

ENG 234. Introduction to British Literature II (3:3:0)
An examination of British literature and its cultural context from the second half of the eighteenth century to the present. Dramatic, expository, lyric and narrative forms are studied.

ENG 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.

ENG 271. Introduction to Regional Literatures (3:3:0)
An examination of the literature of a nation or geographic region and its cultural context from its beginnings to the present. Representative topics for this course include: Greek and Roman Antiquity, African Literature, Irish Literature, Native American Literature of the Southwest, French Literature. May be taken additional times as elective credit.

ENG 278. Introduction to American Fiction (3:3:0)
An introduction to the development of the novel and short story form in America from precolonial times to the present.

ENG 279. Introduction to American Poetry and Drama (3:3:0)
An introduction to the development of dramatic and poetic forms in America from precolonial times to the present.

ENG 330A. Creative Writing: Fiction Workshop (3:3:0)
A workshop for creative writers in the short story and longer forms. Prerequisite: three hours of any 200-level literature course.

ENG 330B. Creative Writing: Poetry Workshop (3:3:0)
A workshop for creative writers in various modes of poetic expression. Prerequisite: three hours of any 200-level literature course.

ENG 335. Technical Writing (3:3:0)
This course provides students with the writing and presentational skills necessary for effective professional performance. Emphasizes data analysis and summary, practical use of language, and writing for different audiences. Prerequisite: COMP 132.

ENG 371. Advanced Composition (3:3:0)
An in-depth practicum in expository writing and the essay, including issues of writing for publication. Prerequisite: three hours of any 200-level literature course.

ENG 372. Structure of English (3:3:0)
An examination of grammar and linguistics, as well as history and structure of the English language. Prerequisite: three hours of any 200-level literature course.

ENG 379. Special Topics (3:3:0)
This course provides students with the opportunity to examine specific themes or ideas in a selection of works from world, British or American literatures. Representative courses include: African Literature, British Romanticism, Greek Tragedy, Irish Literature and Politics, Literary Naturalism. May be taken multiple times for credit. Prerequisite: three hours of any 200-level literature course.

ENG 410, 420, 430. Independent Study (X:0:0)
Intensive individual study in language or literature. Open to any student upon recommendation of the instructor and approval from the department of English and communication studies. One to three hours of credit. Prerequisite: three hours of upper division English studies.

ENG 435. The Novel (3:3:0)
An examination of the novel in specific historical and cultural context. Prerequisite: three hours of any 200-level literature course.

ENG 436. The Short Story (3:3:0)
An examination of the development of the short story form in specific historical and cultural context. Prerequisite: three hours of any 200-level literature course.

ENG 437. Poetry (3:3:0)
An examination of poetic genres in specific historical and cultural context. Prerequisite: three hours of any 200-level literature course.

ENG 438. Drama (3:3:0)
An examination of theatrical genres in specific historical and cultural context. Half of the time this course will be offered as Shakespeare. May be taken multiple times for credit. Prerequisite: three hours of any 200-level literature course.

ENG 474. Advanced Literary Studies (3:3:0)
An in-depth exploration of key literary theory from antiquity to the present. This course is designed to prepare students for their senior thesis project by teaching the fundamentals of literary research, analysis and scholarship. Prerequisite: senior standing.

ENG 475. Senior Thesis (3:3:0)
An advanced study of different kinds of research and interpretive traditions in English Studies. Students work toward creation of an interpretive or creative thesis project advised by a member of the English and communication studies department faculty. Results of this research will be presented to the full faculty. Prerequisite: senior standing, ENG 474.

ENVIRONMENTAL SCIENCE/ ENVIRONMENTAL STUDIES

The mission of these programs is to increase student and faculty awareness of the natural world and the complex environmental problems that face us. The coursework will emphasize seeking local and viable solutions to these problems as well as coming to understand the global nature of the issues. Integrated and interdisciplinary, these minors are offered for students who want an in-depth study of the various ethical, legal, political, economic, and scientific factors that are involved in human interaction with the environment.

Minor in Environmental Science: 18-20 hours, including BIO 347 or CHEM 342; ENVS 412; 419, 429 or 439; ID 131 (Environment) or GEOG 131; POLS 231 or ECON 237; 6 hours from PHIL 331, ENG 375 or ART 436.

Minor in Environmental Studies: 18-20 hours, including ENVS 140, 412; 419, 429 or 439; ID 231 (Environment) or GEOG 131; STAT 374; 6 hours from PHIL 331, ENG 375 or ART 436.

ENVIRONMENTAL SCIENCE

ENVS 140. Environmental Science (4:3:3)
This course serves as an introduction to the disciplines and methods involved in environmental research from a natural science perspective. Topics may include ecology, watershed studies, biodiversity, native plants, ecological restoration, and global change. Laboratories will provide opportunities to gather and analyze ecological data, to learn techniques, and to use specialized equipment. Biology and chemistry majors may not count this course towards the minor and must take BIO 347 or CHEM 432.

ENVS 412. Environmental Studies Seminar (1:1:0)
An oral and written presentation by the student that summarizes the results of independent research or internship experiences.

ENVS 419, 429, 439. Internship in Environmental Science/Studies (X:X:X)
Designed to provide environmental science/studies minors opportunities to work in government agencies, private industry, and other areas related to the environmental field.

FRENCH STUDIES

With an emphasis on the oral component of the language, the French program is designed to ensure that the student acquires appropriate fluency in the language, as well as a panoramic knowledge of the culture, history, and traditions of the French-speaking countries. Students who study French are urged to study for at least one summer, fall, or spring term in a French-speaking country.

The minor in French studies is designed to enrich and enhance a student's major area of study by providing the opportunity to acquire functional fluency in the language as well as a working knowledge of the cultures and peoples of the French-speaking world.

Minor in French Studies: 18 semester hours in French including a maximum of 12 semester hours from FR 131, 132, 231, 232; and six semester hours from FR 331, independent study or internship.

A semester or year of study abroad in a francophone country may be substituted for the upper division work, and is strongly recommended for all students who wish to become fluent in French.

To be placed at the appropriate level of proficiency in French, students registering for a course at TLU for the first time must consult with the chairperson or his/her designate.

FRENCH STUDIES

FR 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.

FR 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.

FR 220, 230, 320, 330. Directed Study (X:X:X)
Directed study courses in French studies are individualized study courses under the general supervision of a French faculty member. The topic chosen by the student and approved by the faculty member and department must be sufficiently delimited to permit oral and written reports. Consult the French instructor for details.

FR 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: FR 132.

FR 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: FR 231.

FR 331. French Language and Culture V (3:3:0)
Students develop discourse strategies needed for sustained conversation on concrete and abstract topics. Classroom activities concentrate on more complex cultural and linguistic tasks in a variety of situations. Students begin to write coherent short discursive essays. Prerequisite: FR 232.

FR 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.

GENERAL EDUCATION CURRICULUM

Certain capabilities and understandings are essential to the study of the arts and sciences. Specific courses required of all students are therefore appropriate for a general education curriculum. Most important is strengthening students in their ability to read, think, listen, write, and speak effectively and appropriately.

GENERAL EDUCATION

FE 134. Exploring the Arts and Sciences (3:3:0)
By addressing the perspectives and methods of different disciplines of inquiry, the course orients students to the nature of learning in the liberal arts tradition. Focusing on the general topics of education, human nature, the natural world, and the social world and human responsibility, this course shows how various disciplinary perspectives can be integrated in understanding ourselves and our world. Readings and other resources from classical to contemporary sources are critically examined and explored. The course is required of all students, except transfer students entering with 48 or more hours, or transfer students who have nine semester hours from the following: introduction to philosophy/psychology/sociology; art/music appreciation; history; or literature.

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, 234; GEOG 236 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 History and Geography.

GEOGRAPHY

GEOG 131. Introduction to 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 will be used to illustrate key themes and are an integral component of the course.

GEOG 231. World Cultures (3:3:0)
This course uses geographical relationships applied to major social, political, cultural, economic and environmental processes at work in representative world cultures from antiquity to the sixteenth century. Prerequisite: GEOG 232, HIST 131 or HIST 132 (Also offered as HIST 233.)

GEOG 232. Historical Geography of North America (3:3:0)
This course surveys the historical establishment, expansion and regional development of North America -United States, Mexico, and Canada- from pre-Columbian times to the 1870s 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. (Also offered as special sections of HIST 131.)

GEOG 233. Physical Geography (3:3:0)
This course provides and 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. Cultural Geography (3:3:0)
This course provides an introduction to the study of the interrelationships of humans and the earth's physical environment. The themes of culture regions, diffusion, ecology, integration, and landscape are explored on a global, national, and regional level.

GEOG 236. Geographical Information Systems (GIS) (3:3:0)
This course will teach the basic skills and applications of Geographic Information Systems. The emphasis will be on techniques used in geography and in other disciplines, such as biology, political science, and sociology.

GEOG 331. Geography of Mexico and its Northern Borderlands (3:3:0)
This course will looks at how the physical environment has shaped and continues to shape people's lives and culture in the area under consideration. While the course is tailored for educators, particularly those who will be teaching in a bilingual / bicultural environment, it will benefit all students interested in human culture, the environment, and the interaction of the two. Prerequisite: Three hours in history, geography, or sociology.

GEOG 332. Texas and the Borderlands (3:3:0)
This course introduces students to basic physical, cultural and human geographical concepts as applied to the historical development of Texas. Designed as an alternate Texas history course, it can also serve as a geographical introduction to the Lone Star State. Prerequisite: Three hours in history, geography, or sociology. (Also offered as HIST 270.)

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, 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: Three hours in history, geography, or sociology. (Also offered as HIST 380.)

GREEK STUDIES

The minor in Greek studies is designed to enrich and enhance a student's major area of study by providing the opportunity to achieve reading and translating competency in New Testament Greek, and have modest exposure to classical Greek.

Minor in Greek Studies: 18 semester hours in Greek, including GRK 131, 132, 231, and 232, plus six semester hours of upper division credit with direct 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

GRK 131 Elementary Greek I (3:3:0)
The essentials of New Testament Greek with emphasis on inflectional forms, grammar, and basic syntax.

GRK 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: GRK 131.

GRK 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: GRK 132.

GRK 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: GRK 231.

GRK 310, 320, 330 Directed Study in Greek (X:X:X)

GRK 410, 420, 430 Independent Study in Greek (X:X:X)

HEBREW 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 HEB 131, 132, 231, and 232 plus six hours of upper division credit with directed studies courses and/or independent study courses in Hebrew. (See the "Academic Requirements" section of this catalog for the general requirements for a minor.)

HEBREW

HEB 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.

HEB 132. Biblical Hebrew Language and Culture II (3:3:0)
Continuation of HEB 131. Portions of the Hebrew text of the Joseph Story in Genesis 37-45 are read and discussed.

HEB 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.

HEB 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.

HEB 310, 320, 330 Directed Study in Hebrew (X:X:X)

HEB 410, 420, 430. Independent Study in Hebrew (X:X:X)
Consult with instructor before registering. May be repeated for credit. One to three hours credit. Prerequisite: intermediate proficiency in the Hebrew language.

HISTORY

The discipline of history represents a dialogue between the past and the present. Through the study and interpretation of the past the historian attempts to reconstruct and represent the course of human developments, thereby shedding light on current concerns. The student of history learns to look for information, interpret its meaning, and through a careful consideration of the sources, reach thoughtful and informed decisions.

Major in history (liberal arts specialization): 30 semester hours, including HIST 131-132, 9 hours of 200-level courses of which 3 must be either 233 or 234, 9 hours of 300-level courses, and 475 (Fall) and 478 (Spring) taken sequentially in the same academic year, usually the senior year.

Supporting courses for history (liberal arts specialization): (Select option A or B).

A. Four semester (usually 12 hours) of a modern or classical language, demonstrated competency, or a minimum of 11 weeks in an accredited study abroad program; 12 hours in disciplines other than history on topics related to the student's major emphasis (at least 6 hours must be upper division).

OR

B. A second major.

Major in history (pre-law specialization): 30 semester hours, including HIST131-132, 9 hours of 200-level courses of which 3 must be either 233 or 234, 9 hours of 300-level courses, and 475 (Fall) and 478 (Spring) taken sequentially in the same academic year, usually the senior year.

Supporting courses for history (pre-law specialization): 24 semester hours, including 6 hours upper division political science, 6 hours upper division English or philosophy, and 12 hours of economics or four semesters (usually 12 hours) of a modern or classical language.

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

Professional education: See "Education" in this section of the catalog for specific certification requirements.

Honors Program Participants: History Honors students must meet the same requirements as those listed for non-honors students, with the exception that 6 hours must have History Honors designations. HON designated history courses usually include 3 hours Independent Studies and a regular upper division course with an honors contract agreement.

HISTORY

HIST 131. North American History I (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 1870s. It is designed to help students understand North American social, political, economic, and cultural developments within continental and international contexts. (The key elements of U.S.

history will be covered.) (Special sections of HIST 131 may also be offered as GEOG 232.)

HIST 132. North American History II (3:3:0)
This course is an integrated survey of continental North American –United States, Mexico, and Canada- history from the 1870s to the present. It is designed to help students understand North American social, political, economic, and cultural developments within continental and international contexts. (The key elements of U.S. history will be covered.)

HIST 233. World Cultures (3:3:0)
This course is designed to engage the student in studying major social, political, cultural and economic processes at work in representative world cultures and the relationship with their environment from antiquity to the sixteenth century. Prerequisite: HIST 131, HIST 132, or GEOG 232. (Selected sections also offered as GEOG 231.)

HIST 234. History of the Modern World (3:3:0)
This course is designed to engage the student in studying major social, political, cultural and economic processes that shaped the world from the sixteenth century to the present. Prerequisite: HIST 131, HIST 132, or GEOG 232.

HIST 237. The Mexican American Experience (3:3:0)
An examination of Mexican American experiences, tracing North American roots, incorporation, and cultural formation within the context of differing interpretations of North American history. Prerequisite: HIST 131 or HIST 132. (Also offered as MAS 237.)

HIST 270. Texas and the Borderlands (3:3:0)
An examination from pre-Columbian times to the present of the social, cultural, economic, political, and environmental forces that connect Texas and its neighboring regions in the U. S. and Mexico. (Elements of Texas history considered essential in traditional courses will be included.) Prerequisite HIST 131 or HIST 132. (Also offered as GEOG 332.)

HIST 271. The African American Experience (3:3:0)
An examination of African American experiences, tracing historical roots, national participation, and cultural formation within the context of differing interpretations of the history of the Americas. Prerequisite: HIST 131 or HIST 132.

HIST 272. Women, Sexuality, and Gender in North American History (3:3:0)
An examination of the role of gender in North American history emphasizing themes of male and female relations, feminism, the social construction of gender, women and diversity, sexuality, and women in both private and public spheres. Prerequisites: HIST131 or HIST 132.

HIST 380. Patterns (3:3:0)
A course in this category provides an exploration of social, political, cultural, or economic patterns in specific world regions or historical periods. The course may focus on the key patterns of one group over time or of different nations during a specific period. For example, a course could cover selected imperial patterns from the Sumerians to the British. May be repeated for credit when topics change. Prerequisite: Three hours of 200-level history. (Also offered as GEOG 380.)

HIST 381. Frontiers (3:3:0)
A course in this category provides an exploration of frontiers -from geographic to virtual- in varying world regions and historical periods. The emphasis will be on comparable experiences in different geographic regions, but may also focus on one specific area. For example, a course could cover nineteenth century cultural frontiers in Canada, Russia, southern Africa, and the U. S. May be repeated for credit when topics change. Prerequisite: Three hours of 200-level history.

HIST 382. Migrations (3:3:0)
A course in this category provides an exploration of human migrations -forced and voluntary- within, between, and among varying world regions over time or during specific historical periods. For example, a course could cover Spanish, African, Irish, and Chinese migrations to the Americas. May be repeated for credit when topics change. Prerequisite: Three hours of 200-level history.

HIST 383. Communities (3:3:0)
A course in this category provides an exploration of how humans define and organize their communities in specific world regions and historical periods. Course may focus on gender, race, ethnicity, and class as well as other historically important markers. For example, a course could explore how specific cultural groups in North America, Western Europe, and Southeast Asia have redefined themselves in the period from the Industrial Revolution to the present. May be repeated for credit when topics change. Prerequisite: Three hours of 200-level history.

HIST 384. Regions and Regional Dynamics (3:3:0)
A course in this category covers the history of specific world regions. For example, a traditional History of China course could be offered. May be repeated for credit when topics change. Prerequisite: Three hours of 200-level history.

HIST 385. International Interactions (3:3:0)
A course in this category provides an exploration of global contacts, connections and interactions during different historical periods. The focus could be on diplomatic history, economic exchange, or other forms of international interaction. For example, a course on U. S. diplomacy with the Middle East could be offered. May be repeated for credit when topics change. Prerequisite: Three hours of 200-level history.

HIST 386. Readings in History and Other Disciplines (3:3:0)
A course in this category provides an exploration of how writers from a variety of academic and national backgrounds have looked at historical events, the process of making sense of what has occurred, and the steps involved in sharing with a larger public. For example, a course could cover nineteenth century Latin America with readings from biologists, geographers, diplomats, and general travelers. May be repeated for credit when topics change. Prerequisite: Three hours of 200-level history.

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

HIST 439. History Internship (3:X:X)
Internships are available in museums, historical associations, state historic sites, offices, and archives. They are designed to give students experience in a public agency setting under close supervision. Prerequisite: department approval.

HIST 475. The Historian's Craft: Historical Methods (3:3:0)
Offered every fall, this course is designed to encourage critical thinking about the possibilities of historical knowledge as well as changing methodologies of research,

analysis and interpretation. It also deals with crucial issues facing the senior history student in her or his choice of a career in history, discusses professional ethics and introduces the most important tools of research. History majors will take this course as a part of a two-semester sequence. Prerequisite: HIST 131-132, 9 hours of 200-level courses, at least 6 hours of 300-level history and junior standing.

HIST 478. Research Seminar (3:3:0)
Offered every spring, this course is designed to give advanced history students experience in research and public presentation of research results. Topics change annually according to instructor and student interest. Students are expected to take HIST 475 in the semester immediately preceding HIST 478. Prerequisite: HIST 131-132, 9 hours of 200-level courses, 475, at least 6 hours of 300-level history and junior standing.

HONORS PROGRAM

The Texas Lutheran University Honors Program provides educational challenges and responsibilities for highly gifted and motivated students. Recognizing that honors students are broadly and intensely curious, adventuresome, and creative, the university provides unique honors courses populated only by honors students and taught by professors who relish the pedagogical challenges raised by these dynamic students. In addition to an honors curriculum that provides both traditional and non-traditional mechanisms for learning, the Honors Program offers special features designed to enhance the education of honors students.

BASIC FEATURES OF THE HONORS PROGRAM

I. Degree Requirements for graduating as an Honors Program participant
Being an Honors Student does not entail taking a larger number of courses. The University's minimum requirements of 124-credit-hours for graduation, and the associated 30 upper-division-hour requirement, apply to all students. Essential differences in the Honors Program curriculum are as follows:

A. **Foundations of Liberal Education Requirements:** No significant change for honors student. As is the case with the general student, the honors student must complete COMP 131 and 132, FE 134, three hours MATH, or be exempt from them by advanced placement examination. Entering freshmen honors appointees are required to take the honors section of FE 134 (FE 134 HON). Honors students who are appointed after their freshman year need to take FE 134, but receive a waiver from the HON section of the course.

B. **Major:** Honors students meet the same major requirements as other students except that six major hours must be for honors credit.

C. **Supporting courses:** No change for honors students

D. **Dimension of Liberal Education requirements**: Honors students meet the two-course requirement in the Theological Dimension by completing Introduction to Theology Honors (THEO 133 - Honors) and a second Theology course of their choosing. In each of the other dimensions, honors students need to take only three hours. The Natural Science Dimension must include a laboratory course.

E. **Electives:** Honors students ordinarily have more options for electives, due to the smaller number of courses required in the subject areas.

F. **Honors Courses:** Honors students must enroll in 21 hours of specially designed courses identified with the designator HON. These twenty-one hours are not additional hours; they substitute for hours required of general students. (For details, see "Curriculum Requirements for Honors Program Students".)

II. Additional Benefits for Honors Program participants

A. Individualized Curriculum Plan. Instead of the regular degree requirements noted above, an honors student may propose to the Honors Program Advisory Committee a customized degree plan which is particularly crafted to meet the intellectual and/or career interests of the individual honors student.

B. Study Grants: Honors students may apply for funds to support special research and study efforts while they are enrolled at TLU.

C. Cultural Event Reimbursement: Honors students who attend area cultural events may receive reimbursement for part of the ticket price.

D. Important information about courses, conferences, graduate scholarship opportunities, cultural event opportunities in the area, and on-campus events etc. are shared with honors students by e-mail correspondence from the Honors Program Office.

E. Restricted Enrollment courses: The twenty-one hours of Honors Program courses are restricted to honors students.

F. Special Academic Advising: Honors students formulate their degree plans in consultation with faculty advisors in their majors, and the Honors Program Director provides supplemental advising as well.

G. Social Opportunities: The Honors Program Center provides a campus location for honors students and their friends to gather. Social events and field trips are scheduled each semester.

APPOINTMENT TO THE HONORS PROGRAM

Appointments are generally made at two junctures: (1) some highly qualified entering first-year students are offered appointment, and (2) some first-year students who have demonstrated academic excellence in TLU courses during their first semester at TLU by earning good grades in academically challenging classes are invited to apply for appointment after the first semester of their freshmen year. Details about appointment criteria are available from the Honors Program Director.

CURRICULUM REQUIREMENTS FOR HONORS PROGRAM STUDENTS

Members of the TLU Honors Program must fulfill Honors Program course requirements of twenty-one credit hours. Only Honors Program students may enroll in honors courses. Honors courses fall into three categories.

HONORS PROGRAM COURSES (TWELVE HOURS OF INTERDISCIPLINARY COURSES)

Twelve of the required twenty-one hours are earned by taking the following four interdisciplinary Honors Program Courses:

FE 134 (HON) Exploring the Arts and Sciences (3:3:0)
A special honors section of FE 134 designed to meet the orientation needs of entering first-year honors students as well as to fulfill the core course requirement. Offered each fall term. (Non-freshmen appointees receive a waiver from the honors section of this course, but need to take FE 134 for graduation.) Prerequisite: First-year Honors student.

HON 331: Directed Readings in the Subject Areas (3:X:0)
An interdisciplinary readings course. Honors students select four books from a list submitted by faculty members. At least three of the books selected by each student must be from different subject areas, and each student must read with at least three different faculty members. During the term, students and faculty meet and discuss the books, and students submit a paper for each book they have read. This course should be taken during the sophomore year. Offered every fall term. Prerequisite: FE 134H.

HON 332: Interdisciplinary Team-taught Seminar (3:3:0)
Team-taught by two professors from two different disciplines. Drawing on their academic disciplines and personal interests, the two instructors determine the topic for the course. This course is offered each spring term and should be taken during the sophomore or junior year. Prerequisite: Junior standing.

HON 431: Senior Honors Capstone Seminar (3:3:0)
A capstone interdisciplinary course for honors students during their senior year. Honors students from various disciplinary specialties research and examine a topic determined by the instructor. Pre-registered honors students, in consultation with the instructor, select texts and determine assignments for the course. Offered each fall and spring term. Prerequisite: Senior standing.

THREE HOURS OF THEOLOGY 133-HONORS

THEO 133 (HON) Introduction to Theology (3:3:0)
An examination of basic affirmations of the Christian faith. Attention is given to the origin and development of key theological concepts. Emphasis is placed upon the contemporary significance of theological reflection. Offered every spring term. Enrollment is limited to members of the TLU Honors Program. (This requirement will be waived for first-year students who join the Honors Program after they have completed the non-honors version of THEO 133; they will substitute non-honors THEO 133 for Honors THEO 133.) Prerequisite: First-year Honors student.

DEPARTMENTAL HONORS COURSES (SIX HOURS)

Six of the required 21 hours for honors program students are earned by taking special honors-designated courses in the students' major fields of study. This six-hour requirement emphasizes the importance of honors students' attainment of superior skill in their major disciplines. All six of these hours must be in upper-division courses in the major. A general principle is that courses must, in some notable and obvious way, individualize the learning experience to address the interests and needs of honors students. (Honors students with more than one major must take all six hours in one major.)

MECHANISMS FOR HONORS PROGRAM PARTICIPANTS TO EARN HONORS CREDITS IN THEIR MAJORS

Departments, utilizing one or more of the three mechanisms explained below, have formulated plans for their honors students to meet the six-hour requirement.

COURSE MECHANISMS

I. Catalogue Courses with Honors as a course designator

These courses have "Honors" in their course designators. They may be used by any department.

731. Honors Thesis Research (3:X:X)

Research for the senior honors thesis, generally conducted during the fall semester of the senior year and directed by a faculty advisor.

732. Honors Thesis (3:X:X)

Preparation of the senior honors thesis, generally conducted during the spring semester of the senior year and directed by a faculty advisor.

Option for students in performance fields:

733. Honors Performance Project Research (3:X:X)

734. Honors Performance Project (3:X:X)

There is no paperwork connected with registration for these 7XX Honors courses. However, these courses need to be approved by the department chairperson.

II. Department Courses at the 300 or 400 level.

These may be utilized for honors credit if an honors student has filed an Honors Program Contract Agreement with the Registration and Records Office, academic department, instructor of the course, and the Honors Program Office. Each student, in consultation with the course instructor, must complete a contract, obtain the necessary signatures, and distribute copies to the persons/offices designated on the contract. The Honors Program Advisory Committee reviews all contracts to determine their suitability.

The Honors Program Contract Agreement form is available from the Honors Program Office. This form must be completed and submitted to the Registration and Records Office before the beginning of the term in which the course will be

taken. Honors students register for the course during the regular early registration period, but official designation of the honors credit is not complete until contracts are filed with the Registration and Records Office.

Please note: 379 Special Topic is a convenient and available option in most departments. It may be utilized for HON credit when accompanied by an Honors Program Contract Agreement.

III. Independent Study, Directed Study, or Internship courses at 300 or 400 level.

By their very nature, Independent Study, Directed Study, and Internship courses entail individualization of the course, and thus do not require Honors Program Contract Agreements to guarantee individualization. Additionally, the approval of the Honors Program Advisory Committee is not required for these courses. Required forms for these courses are provided by the Registration and Records Office. The only difference for honors students as compared to general students using these forms is that honors or HON or H must be clearly stated as part of the course description in order to secure honors credit.

Please note. Some departments have their own departmental internships listed in their departmental offerings. For example, BA department has a BA 419, 429, 439 Internship course; Biology department also has this arrangement. However, in all cases and for all departments, whether they have an internship listing or not in their catalogue offerings, an Internship Agreement form, available in the Registration and Records Office, must be completed and filed with the Registration and Records Office.

Additional information about the TLU Honors Program is available by contacting the Honors Program Director, Dr. Deborah Hettinger, at 830-372-6030, or by email at dhettinger@tlu.edu.

INFORMATION SYSTEMS

The B.S. degree in information systems combines extensive work in both computer science and business. Graduates in this area are ready to use computer technology in the application of business principles to data-driven decision making. Information Systems majors may not minor in Computer Science.

Major in Information Systems (B.S. degree): 36 hours, including ISYS 231, CSCI 238, 239, 332, 334, 371, 436, 471 or STAT 375, MATH 136 or MATH 231, CSCI 437, 6 additional hours in Computer Science (3 upper division).

Supporting courses for Information Systems: 30 hours including BA 231, 232, 332, 338, 373, 377, 472, COM 374, ENG 335, STAT 374.

INFORMATION SYSTEMS

ISYS 133. Applications Software (3:3:0)
This is a hands-on class taught in the computer lab. Topics include: operating systems (Windows), word-processing, use of spreadsheets, databases, and the internet. Designed for non-computer science majors.

ISYS 231. Introduction to Information Systems (3:3:0)
As an introduction to information systems (IS), it is the goal of this course to present the core of IS principles that every IS student should know. Topics include hardware, software, networks, internet, transaction processing and ethical issues.

INTERDISCIPLINARY STUDIES

INTERDISCIPLINARY

ID 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.

ID 214. Cross-Cultural Reflections (1:1:X)
This course is only for students recently returning from affiliated study abroad programs or international students studying at Texas Lutheran. It is designed to help international students adjust and American students re-adjust to American culture and to contextualize their international experiences. Themes will include, but not be limited to exploration of experiences before, during, and after study abroad, and the literature of cross-cultural experience will be consulted. It is required for students seeking the International Studies major or minor.

ID 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.

ID 378. Practicum in Academic Tutoring and Supplemental Instruction (3:3:0)
An introduction to the nuances of peer tutoring. Focusing on the general topics of learning theory, this course will show how various learning styles can be integrated in helping tutors/SIs lead peers to become more active in their own learning, developing study skills and understanding of course materials. Topics on cultural awareness and inter-cultural communications will also be covered, as well as group management skills.

INTERNATIONAL STUDIES

The international studies major is a collateral major which helps equip students for international careers. Students who choose an international studies major also pursue a traditional disciplinary major, such as history, business administration, or Spanish studies. Students consult with their academic advisor and the study abroad advisor to select a geographical or cultural region of the world and a topical area in which the student has a special interest. Additional information is given in the academic programs section of the catalog.

Major in International Studies: 25 semester hours, including ID 214, 232, 12 hours of foreign language through the second year of university study or demonstrated proficiency, six hours of regional courses, three hours of topical courses, and a minimum of four weeks study abroad.

Minor in International Studies: 19 semester hours, including ID 214, 231, six hours of foreign language through the first year of university study, six hours of regional courses, three hours of topical courses, and a minimum of four weeks study abroad.

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. Three semester-hours credit in personal well-being courses are required for the degree. 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 with kinesiology generalist specialization (B.A. degree): 29 semester hours including KIN 121, 135, 234, 333, 335, 476; plus 12 additional hours in kinesiology to be determined by the student and advisor.

Supporting courses for kinesiology generalist specialization (B.A. degree): 24 semester hours, including BIO 147-148, CHEM 133; plus 13 hours to be determined in conjunction with a kinesiology academic advisor and to be approved by the department chair.

Major in kinesiology with kinesiology specialist specialization (B.S. degree): 34-35 semester hours including KIN 121, 135, 234, 333, 335, 476; plus 17-18 additional hours in kinesiology to be determined by the student and advisor.

Supporting courses for kinesiology specialist specialization (B.S. degree): 24 semester hours, including BIO 147-148, CHEM 133; plus 13 hours to be determined in conjunction with a kinesiology academic advisor and to be approved by the department chair.

Major in kinesiology with Teaching/Coaching All-Level certification specialization (B.S. degree): 29 semester hours, including KIN 121, 135, 234, 333, 335, 476; plus KIN 373, 374 or 375, 381; and KIN 238 or 377 or 480. Another 18-24 semester hours towards a second teaching field is also required.

Supporting courses for Teaching/Coaching All-Level certification specialization (B.S. degree): 24 semester hours of the required courses for teacher education.

Major in kinesiology with Exercise Science specialization (B.S. degree): 36 semester hours, including KIN 121, 135, 234, 333, 335, 476; plus KIN 376, 411, 479; plus 12 hours selected from KIN 230, 238, 430, 433, 480.

Supporting courses for Exercise Science specialization (B.S. degree): 34 semester hours, including BIO 147-148, 235, 431; CHEM 143, 144 or 341; PHYS 141-142; STAT 374.

Major in kinesiology with Sport and Fitness Management Specialization (B.S. degree): 39 semester hours, including KIN 121,135, 234, 333, 335, 476; plus KIN 238, 411, 479, 480, and 12 hours from KIN 230, 376, 379, 430, 433, 439.

Supporting courses for Sport and Fitness Management Specialization (B.S. degree): 29 semester hours, including BIO 147-148, 235; BA 231 or 235, 337, 373, 378; CHEM 133; SOC 372.

KINESIOLOGY

Skill Activities: Team Sports (1:0:2)

KIN 113. Volleyball and Basketball
KIN 115. Softball

Skill Activities: Individual and Dual Sports (1:0:2)

KIN 119. Golf
KIN 211. Tennis
KIN 212. Weight Training
KIN 212A. Aerobic Fitness Activities
KIN 213. Racquetball

Skill Activities: Dance and Aquatics (1:0:2)

KIN 110. Basic Scuba Diving*. Prerequisite: basic swimming skills.
KIN 214. Folk Dance
KIN 216. Swimming and Emergency Rescue
KIN 315. Advanced Scuba Diving*. Prerequisite: must have at least an Open-Water I Certification or its equivalent.
KIN 316. Lifeguard Training. Prerequisite: basic swimming skills.
KIN 318. Master Diver Certification*. Prerequisite: KIN 315.
KIN 319. Special Topic: Activities offered on demand and with appropriate staff qualifications.

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* Fee required.

PROFESSIONAL KINESIOLOGY

KIN 120. Prevention and Care of Athletic Injuries (2:2:1)
An introduction and overview of the field of athletic training. Emphasis will be placed on gaining the knowledge and practical skills necessary to manage athletic injuries. Topics to include: injury recognition, taping/wrapping, wound care, injury treatment, modality use, and rehabilitation.

KIN 121. Contemporary Wellness (2:2:1)
A lecture-laboratory course designed to provide the student with an appreciation and understanding of the dimensions of personal wellness, including an emphasis on the development of health-related fitness and nutrition. Laboratory experiences provide an opportunity to establish habits conducive to optimal well-being and quality of life.

KIN 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.

KIN 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.

KIN 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.

KIN 212P. Practicum in Athletic Training (1:1:X)
This course is intended for students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of protective taping, risk management, and specific injury management. Evaluation of proficiencies will be preformed in the areas of clinic operations, acute care, protective taping, risk management, and pharmacology procedures. Prerequisite: KIN 211P.

KIN 220, 230, 320, 330. Directed Study (X:X:X)
Individualized study in topics of special interest under the supervision of a faculty member.

KIN 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.

KIN 234. Motor Learning (3:2:2)
Emphasis on the many aspects of learning and performance of motor skills dealing specifically with selected concepts of skill development and their application in practice. Lecture and laboratory experiences.

KIN 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.

KIN 271. Assessment of Athletic Injuries I (3:2:2:)
This course includes an in-depth look at the evaluation of injuries to the upper extremities, head and thorax. Other topics will include emergency management of injuries, goniometry, manual muscle testing, and isokinetic testing. Prerequisite: BIO 147-148.

KIN 272. Assessment of Athletic Injuries II (3:2:2)
This course includes an in-depth look at the evaluation of injuries to the lower extremities, pelvis, and abdomen. Other topics include emergency management of injuries, goniometry, manual muscle testing, and isokinetic testing. Prerequisite: BIO 147-148, KIN 271.

KIN 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 preformed in the areas of risk management, basic assessment and evaluation, nutrition, and specific injury management. Prerequisite: KIN 212P.

KIN 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 preformed in the areas of therapeutic modalities, specific injury management, and presentations. Prerequisite: KIN 311P.

KIN 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.

KIN 335. Physiology of Exercise (3:3:0)
Designed to develop an understanding of some of the physiological and biochemical events occurring in the human body during work stress and physical exercise. Prerequisite: BIO 147-148.

KIN 371. Administration of Athletic Training Programs (3:3:0)
Examination of issues relating to management of a comprehensive athletic training program. Administrative and legal issues, risk management, conflict resolution, budgeting, personnel, record keeping, and policy development.

KIN 372. Therapeutic Modalities (3:2:2)
An examination of the theories, principles, and application of therapeutic modalities in a clinical setting. Prerequisite: BIO 147-148.

KIN 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.

KIN 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.

KIN 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.

KIN 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.

KIN 377. Early Childhood Motor Programming (3:3:0)
Emphasis on promoting optimal physical growth and development through individualized gross/fine motor skill and health-related physical fitness programming. Laboratory teaching experiences are provided which focus on gaining knowledge and experience in assessment and programming of motor development activities for young children ages 3-9.

KIN 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: BIO 147-148.

KIN 379. Special Topic (3:3:0)
Specialized topics for kinesiology majors. Offered only upon sufficient demand and availability of staff. May be repeated for credit as topics change. Possible topics include: outdoor recreation, community recreation, sport psychology.

KIN 381. Pharmacological Concepts in Sports Medicine (3:3:0)
An introduction to the principles, physiology, and administration of common Pharmacological agents used in Sports Medicine. Prerequisite: BIO 147-148.

KIN 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.

KIN 410, 420, 430. Independent Study (X:X:X)
Independent study and research in specific areas of interest.

KIN 411. Senior Seminar (1:X:0)
A single oral presentation including abstract and selected references.

KIN 411P. Practicum in Athletic Training (1:1:X)
This course is intended for senior level students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of specific injury management, communication, and administration. Evaluation of proficiencies will be preformed in the areas of therapeutic exercise, acute care, presentations, communications, and specific injury management. Prerequisite: KIN 312P.

KIN 412P. Practicum in Athletic Training (1:1:X)
This course is intended for senior level students who are enrolled in the athletic training educational program. This is a laboratory-based course designed to give instruction and evaluation of specific clinical proficiencies in athletic training. Emphasis will be placed on proficiencies in the areas of peer teaching, athletic training presentations, and preparation for oral practical examination. Evaluation of proficiencies will be preformed in the areas of specific injury management, administration and communication. Prerequisite: KIN 411P.

KIN 433. Measurement and Evaluation (3:3:0)
Principles and techniques of testing and evaluation of performances in sport, fitness, and physical education programs. Offered fall semester.

KIN 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.

KIN 476. Biomechanics (3:3:0)
Designed to equip the student with knowledge and understanding of movement through the application of principles of mechanical physics to the structure and function of the living human system. Prerequisite: BIO 147-148.

KIN 479. Exercise Testing and Prescription (3:3:0)
This course is designed to give the advanced student in kinesiology an in depth knowledge of the theory and practical application of exercise performance evaluation and prescription. Designed to meet requirements of the American College of Sports Medicine Certification Programs. Prerequisite: KIN 335.

KIN 480. Leadership in Coaching and Administration. (3:3:0)
This course explores leadership, policy, legal, budget, and public relations aspects of coaching and program administration in athletics and kinesiology.

LANGUAGE

Instruction in language acquisition courses focuses on practical applications in the target cultures. The proficiency-based curricula give special emphasis to communicative competence. Students are encouraged to create with the language, using a range of functions necessary to interact effectively in culturally authentic contexts. Cultural understanding is promoted so that students are prepared to comprehend, accept, and live harmoniously in the target-language community. Each successive level introduces new material while reinforcing those language skills previously acquired.

LANGUAGES

LANG 335. Methods and Materials for Teaching Foreign Language (3:3:0)
Methods, materials, and techniques used in teaching foreign languages. Applied linguistics as it relates to second language teaching in grades 1-12. Prerequisite: Six hours of education courses and SPAN 375 or SPAN 376.

LANG 379. Special Topic (3:3:0)
May include topics crossing language boundaries or special topics within language boundaries. May be repeated for credit when topics change. Prerequisite: Consent of instructor.

LANGUAGES ACROSS THE CURRICULUM

The Languages Across the Curriculum (LAC) program is a purposeful intersection between interdisciplinary learning and language acquisition. The student realizes and develops a greater penetration and a more pertinent perspective provided by reading relevant course materials in the language in which they were originally written.

Languages Across the Curriculum work at Texas Lutheran provides study opportunities beyond the scope of the department of modern languages that add breadth and depth in the study of a language other than English, enhance the quality of the student's life, increase the student's understanding of other cultures, and improve the student's skills needed for employment in a global economy.

Students who wish to begin Languages Across the Curriculum work must demonstrate a proficiency in the language other than English equal to or exceeding successful completion of five or more semesters of the language at Texas Lutheran. Languages Across the Curriculum work will be possible only in those languages and courses in which Texas Lutheran faculty members are able and willing to provide the necessary instruction in a language other than English. Currently, work is available in Spanish and in selected courses in history, theology and literature.

LAC work requirements are completed by enrolling in Spanish 300 and doing at least 25 percent of the reading assignments and at least 25 percent of the writing assignments in Spanish in the available selected course, or by enrolling in a Spanish 310 Directed Study course conducted entirely in Spanish by a qualified and willing instructor in close coordination with the instructor of the history, theology or literature course.

In order to qualify for a transcript notation in Languages Across the Curriculum, a student must have registered for and successfully completed the required work in at least four Spanish 300/310 courses at Texas Lutheran. After successful completion of the requirements for each Spanish 300 course, a form available in the office of the Registration and Records will be signed by the instructor who supervised the Languages Across the Curriculum work and by the history, theology, or literature course instructor. Copies of this form will be sent to the student and his/her academic advisor. After a student has completed at least four of the LAC courses, the student may submit a request on a form available in the office of the Registration and Records signed by the student and by the academic advisor of the student, for a transcript notation of Languages Across the Curriculum work at Texas Lutheran.

[DEPARTMENT]
300. Languages Across the Curriculum (0:X:X)

LEADERSHIP CERTIFICATE PROGRAM

The Leadership Certificate Program (LCP) is designed to identify student leaders and foster their development through educational challenges. Students will be admitted to the program during their first or second year of study at TLU. The appointment will be either by invitation (the admissions office, the provost's office, or individual faculty will nominate incoming freshmen) or by application. The students will generally be appointed to the program during the spring semester of the freshman year, although appointments may also be made in the sophomore year. The criteria for appointment to and continuation in the program will be set by the LCP committee. In the event that a student faces disciplinary action, including probation, suspension or expulsion, the student will be asked to meet with the committee to discuss the possibility of completing the certificate.

Certificate requirements: Completion of 12 semester hours to include LEAD 231, three hours in a course in ethics (course options to be determined by the LCP committee), three hours in a course with a leadership component (course options to be determined by the LCP committee), LEAD 431; and evidence of leadership (LCP candidates may satisfy this requirement through a leadership position – president, vice-president or the equivalent – in a campus or community organization. Certificate candidates must consult the LCP committee to determine the appropriateness of the organization and office.)

LEAD 231. History and Theories of Leadership (3:3:X)
This course will examine various aspects of leadership theory, including issues of motivation, communication and conflict, team building and organizational leadership, social movements and cultural diversity, and ethics. The course will situate these discussions in a historical context, with attention paid to past leaders in the political, religious, business, social justice and military arenas. Special attention will also be paid to contemporary topics in leadership studies.

LEAD 431. Leadership Capstone (3:3:X)
This course includes completion of a group project and presentation of the results. The project must be of a large enough scope to effect change in the community and involve the entire cohort. The work for the project, upon approval by the director of LCP, begins in the spring semester of the junior year and is completed in the fall semester of the senior year. The LCP candidates will register for the course in the fall semester of the senior year.

MATHEMATICS

The student majoring in mathematics may choose from the B.A. or B.S. degree. Both courses of study provide a firm background in undergraduate mathematics. We also offer a specialized B.S. program in mathematics which is designed for students who wish to pursue career opportunities in actuarial science.

For students who major in other areas, we offer a minor in mathematics. It reflects the additional academic achievements of the student, and it enhances the value of a major in any other area.

Major in mathematics (B.A. degree): 27 semester hours, including MATH 231, 232, 331, 333, 334, 335, 437, and six additional upper division hours.

Supporting courses (B.A. degree): 24 semester hours, including STAT 374, 375 and 18 semester hours in the natural sciences, the social sciences, or accounting with at least 15 hours in one discipline.

Major in mathematics (B.S. degree): 36 semester hours, including MATH 231, 232, 331, 333, 334, 335, 431, 432, 433, 437 and six additional upper division hours.

Supporting courses (B.S. degree): 24 semester hours, including STAT 374, 375 and 18 semester hours in the natural sciences with at least 15 hours in one discipline.

Major in mathematics (B.S. degree - pre-actuarial science specialization): 36 semester hours, including MATH 231, 232, 238, 333, 334, 338, 431, 433, 437, 471, and six additional upper division hours in mathematics.

Supporting courses for pre-actuarial science specialization: 27 semester hours, including STAT 374, 375; CSCI 136 or 238; ENG 335; and 15 hours selected from BA 231, 232, 339, 373, 377, ECON 237.

Minor in mathematics: 18 semester hours, including MATH 231, 232 and 12 additional semester hours selected from Math 138 or higher (a minimum of six hours upper division).

MATHEMATICS

MATH 113. Workshop in Mathematics (1:1:0)
An introduction to problem solving in College Algebra. Designed for students needing to improve their problem solving skills. May only be taken concurrently with MATH 133. Strongly recommended for students repeating MATH 133 or having math SAT score of 430 or less.

MATH 130. College Mathematics (3:3:0)
Sets and problem solving, sets of numbers, equations, inequalities, function and graphs, geometry, counting techniques, statistics. Does not count towards math major or minor.

MATH 133. College Algebra (3:3:0)
Functions and graphs, polynomials, rational functions, exponential and logarithmic functions.

MATH 136. Calculus for Business, Economics and Social Sciences (3:3:0)
Differential and integral calculus with applications to business, economics, and social sciences. Prerequisite: MATH 133.

MATH 138. Elementary Functions (3:3:0)
The study of elementary functions, their graphs and applications, including polynomial, rational, exponential, logarithmic and trigonometric functions. Prerequisite: MATH 133, or Math SAT greater than 480, or ACT greater than 21.

MATH 231-232. Calculus I, II (3:3:0)
Differential and integral calculus of algebraic, exponential, logarithmic transcendental functions, sequences, and infinite series. Prerequisite: MATH 138, or Math SAT greater than 620 or ACT greater than 31.

MATH 233. Discrete Mathematics (3:3:0)
Sets, functions; logic and logic circuits; relations on sets; combinatorics; introduction to graph theory. Prerequisite: MATH 231.

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 231.

MATH 333. Calculus III (3:3:0)
Calculus of several variables, differential and integral vector calculus. Prerequisite: MATH 232.

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 232.

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 232, 238.

MATH 338. Numerical Methods (3:3:0)
Numerical techniques for solving mathematical models of scientific problems. Topics include the numerical solution of equations, error analysis, numerical differentiation and integration, interpolation and approximations, numerical solution of systems of equations. (Also offered as CSCI 338) Prerequisite: MATH 232.

MATH 375-376. Concepts of Mathematics (3:3:0 each)
Various topics concerning basic concepts of mathematics. Emphasis is on mathematical content of topics applicable to the elementary school curriculum. Designed for students of elementary education. Does not count towards math or computer science major or minor.

MATH 379. Special Topic (3:3:0)
Topics selected by the instructor. Among these topics are number theory, partial differential equations, theory of complex variables, and research methods in computational mathematics. Prerequisite: consent of instructor.

MATH 410, 420, 430. Independent Study (X:X:X)
Intensive, individual study and/or research available to qualified students with a special interest to do advanced work in specific areas not covered by regular courses. Prerequisite: consent of instructor.

MATH 419, 429, 439. Internship (X:X:X)
Practical work experience which complements major course work. One to three hours credit dependent on number of work hours per week. Normally, 80 hours of internship equal to one semester hour of credit. Credit/Non-credit grading. Prerequisite: consent of advisor.

MATH 431. Foundations of Applied Mathematics (3:3:0)
Asymptotic expansions, special functions, line/surface integrals, Green's Divergence and Stokes' Theorems, integral transforms (Laplace, Fourier) and applications. Functions of a complex variable, Taylor/Laurent Series, Residue Theorem and contour integration, Conformal mapping and applications. Prerequisite: MATH 333.

MATH 432. Real Analysis (3:3:0)
Set theory, the real number system, metric spaces, continuous functions, differentiation, Riemann integration. Prerequisite: MATH 333.

MATH 433-434. Mathematical Statistics and Probability (3:3:0 each)
Mathematical theory of probability, random variables on both discrete and continuous sample spaces, elementary sampling theory and hypotheses testing. Prerequisite: STAT 375 and MATH 232.

MATH 436. Introduction to Topology (3:3:0)
An introduction to metric spaces, point sets, sequences, continuity, Topological spaces. Prerequisite: MATH 232 and 238.

Math 437. Senior Research and Capstone (3:3:0)
A course partially devoted to the readings from the history of mathematics and presentations based on leading figures in the history of mathematics. This will be followed by an investigation of a selected project in mathematics that will include research of the topic and written and oral presentation of the results. Required of all mathematics majors and must be taken during the senior year of study. Prerequisite: Senior standing.

MATH 471. Operations Research (3:3:0)
Linear programming, network models, integer programming, dynamic programming, deterministic models for inventory and production control. (Also offered as CSCI 471.) Prerequisite: MATH 136 or MATH 231.

MEXICAN AMERICAN STUDIES

Rooted in the fine arts, humanities, and social sciences, the Mexican American studies minor is a relatively easy and effective way to enhance any major in any discipline by "adding" to that discipline the knowledge, understanding, and appreciation of the predominant ethnic group in the American Southwest, the Mexican American. It is a particularly useful minor for those students entering the teaching, medical, legal, business, or service fields.

Minor in Mexican American studies: 18 semester hours, including MAS 231, SOC 238, SPAN 375 or higher, HIST 237, MAS 439 and three hours from ENG 235, HIST 270, SPAN 472, or THEO 374.

MEXICAN AMERICAN STUDIES

MAS 231. Introduction to Mexican American Studies (3:3:0)
This course introduces students to the historical processes that have formed and informed the Mexican American experience in the United States. It provides a contextual and conceptual framework for understanding the contemporary situation of Mexican Americans in American life.

MAS 237. The Mexican American in U.S. History (3:3:0)
An examination of the Mexican American experiences, tracing North American roots, in corporation, and cultural formation within the context of differing interpretations of U.S. history. Prerequisite: HIST 131-132 or instructor's permission. (Also offered as HIST 237.)

MAS 238. Mexican American Culture in the Southwest (3:3:0)
Based on a conceptual understanding of culture, this course assesses the historical and contemporary context of Chicano culture in the Southwestern United States. It examines, from a revisionist perspective, Chicano cultural history and its manifestations in contemporary forms such as music, food, myths and legends, art, literature, etc. (Also offered as SOC 238.)

MAS 419, 429, 439. Internship (X:X:X)
Supervised field experience in a setting offering significant contact with Mexican American people and their culture in a work environment. Arrangements must be made during the semester prior to the period of internship. Prerequisite: permission of instructor.

MUSIC

The School of Music endeavors to stimulate growth in the appreciation of music among all members of the student body, and it provides professional training for those interested in a career in music. In addition, the School of Music contributes musically to the total life of the campus.

The School of Music offers programs leading to a bachelor of music with concentration in either music education, performance, or church music or the bachelor of arts degree in music.

Students not majoring in music may earn credit in band, choir, and applied music for satisfying minimum degree requirements. A maximum of four semester hours in band and/or choir may be applied toward graduation. Additional credits earned would be in excess and not creditable toward degree requirements.

ENSEMBLES

Music majors are required to participate each semester in a concert band, string ensemble, or TLU choir.

CHORAL

TLU Choir (see MUS 118 for description).

TLU Women's Choir (see MUS 118 for description).

Kantorei Chamber Choir (see MUS 118A for description).

INSTRUMENTAL

Concert Band (see MUS 117 for description).

String Ensemble (see MUS 114 for description) (String only).

Small Ensembles. Participation in standard woodwind, brass, and percussion ensembles is open to qualified and interested students. Appearances are made on campus, and in special events off campus.

Major in music – general requirements:

- All music majors and music minors are required to enroll in MUS 100. Music majors must attend six of the designated musical events sponsored by the department and music minors must attend three. Failure to fulfill this requirement will result in a reduction of scholarship.
- All music majors are expected to obtain permission from their applied music instructor before participating in public performances not sponsored by the department.
- All music majors must successfully complete a piano proficiency examination. All freshmen will automatically register in Private Piano (AMUS 101eP). The proficiency examination includes skills, sight-reading and a performance of a composition of approved repertoire. The proficiency exam is given during the regular jury examination period at the end of each semester. All students must take the exam by the second semester of the

sophomore year. Students are required to take the exam every semester thereafter until all portions are passed. A student who does not pass the exam will be required to register for private lessons until the proficiency has been passed.

- All music majors are required to participate each semester in the concert band or TLU choir. Exceptions to this requirement may be made by the department, but only under rare circumstances.

Bachelor of Music in All-Level Music Education, Vocal Emphasis: 60 semester hours, including MUS 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 327, 328, 332, 335, 339, 375, 376; MED 472, 432B; two hours from AMUS* 118c, 114c, 115c, 117c; AMUS* 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; two hours additional AMUS lessons and/or classes; two hours MUS 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed. (See Education section for additional guidelines regarding admission to the teacher education program.)

Bachelor of Music in All-Level Music Education, Instrumental Emphasis: 60 semester hours, including MUS 110, 111, 112, 131, 132, 211, 212, 214, 231, 232, 235, 327, 328, 332, 339, 375, 376; MED 472, 432A; AMUS* 113c, 114c, 115c, 116c, 117c, 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; two hours additional AMUS lessons and/or classes; two hours MUS 117 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed. (See Education section for additional guidelines regarding admission to the teacher education program.)

Bachelor of Music in Vocal Performance: 60 semester hours, including MUS 111, 112, 131, 132, 211, 212, 223, 231, 232, 235, 321, 326, 327, 335, 375, 376; MED 472; AMUS* 121a, 122a, 221a, 222a, 321a, 322a, 421a, 422a; three hours additional AMUS or MUS 300-level or above classes; two hours MUS 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Bachelor of Music in Instrumental Performance: 60 semester hours, including MUS 111, 112, 131, 132, 211, 212, 231, 232, 235, 321, 326, 327, 339, 375, 376; MED 472; AMUS* 121a, 122a, 221a, 222a, 321a, 322a, 421a, 422a; three hours secondary lessons and/or from AMUS* 113c, 114c, 115c, 116c, 117c, and/or MUS 214; two hours additional AMUS or MUS 300-level or above classes; two hours MUS 117 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Bachelor of Music in Church Music: 60 semester hours, including MUS 111, 112, 131, 132, 211, 212, 231, 232, 235, 327, 328, 332, 336, 339, 375, 376; MED 472; AMUS* 118c, 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; six hours from secondary lessons, additional principal lessons and/or AMUS* 113c, 114c, 115c, 116c, 117c, MUS 214; two hours additional AMUS or MUS 300-level or above classes; two hours MUS 117 or 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Bachelor of Arts in Music: 33 semester hours, including MUS 111, 112, 131, 132, 211, 212, 231, 232, 235, 327; MED 472 or any MUS 300 or above; AMUS* 111p, 112p, 211p, 212p, 311p, 312p, 411p, 412p; one hour MUS 117 or 118 with enrollment in each semester enrolled; enrollment in piano study until proficiency completed.

Supporting courses for Bachelor of Arts in Music: 15 semester hours, including MUS 375 or 376 and 12 hours to be determined in consultation with advisor.

Minor in Music: 23 hours, including MUS 111, 112, 131, 132, 235; AMUS* 111p, 112p, 211p, 212p; two hours MUS 117 or 118 with enrollment each semester enrolled; six hours upper division music courses.

MUSIC

MUS 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.

MUS 104. String Ensemble (0:0:2)

MUS 114. String Ensemble (1:0:2)
Preparation and performance of selections from the standard orchestral repertoire. Membership is determined by audition.

MUS 106. Jazz Band (0:0:2)

MUS 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.

MUS 107. Concert Band (0:0:5)

MUS 117. Concert Band (1:0:5)
Open by audition to all students of the university. The band performs in concert on campus and on tour. Five hours maximum of rehearsal each week plus special rehearsals and appearances. Members are encouraged to enroll for private lessons. A total of four credits may be earned by participating in band or choir or a combination of the two. Credit may not be earned in both band and choir in the same semester.

MUS 108. TLU Choir (0:0:5)

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*Codes for AMUS courses are as follows:
c = class, such as voice class, brass class, etc.
a = applied level for performance degrees
p = principal level for Music Education, Church Music, and B.A. degrees
s = secondary level for music majors on secondary instrument
e = elective level for non-music majors
See "Applied Music" in this section for explanation of these levels.

MUS 118. TLU Choir (1:0:5)
Open by audition to all students of the university. A wide range of both sacred and secular literature is performed on campus and on tour. Members are encouraged to enroll for either private or class voice study. Five hours of rehearsal each week plus special sectional rehearsals and appearances. A total of four credits may be earned by participating in band or choirs or a combination of the two. Credit may not be earned in both band and choir in the same semester.

MUS 108A. Kantorei Chamber Choir (0:0:2)

MUS 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.

MUS 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 AMUS 114c, 115c, 116c, or 117c for all-level music education majors.

MUS 111. Ear-Training and Sight-Singing I (1:1.5:0)
Reinforcement of theoretical concepts presented in MUS 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.

MUS 112. Ear-Training and Sight-Singing II (1:1.5:0)
Reinforcement of theoretical concepts presented in MUS 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: MUS 111.

MUS 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.

MUS 131. Music Theory I (3:3:0)
A study of the basic elements of Western music theory, for the purpose of providing music majors with a foundation for the further study of the music theory curriculum. The material covered will include music notation, scales, keys, intervals, rhythm, meter, triads and seventh chords, inversion symbols, diatonic chords in major and minor keys, and the basic principles of voice leading and part writing.

MUS 132. Music Theory II (3:3:0)
A continuing study of Western music theory, utilizing the basic elements learned in MUS 131, for the purpose of providing music majors with further experience in the analysis and composition of music. The material covered will include root position part

writing, harmonic progression, the circle of fifths, diatonic chords in the major and minor keys, bass arpeggiation, part writing with first and second inversion triads, musical form, cadences, motives and phrases, period forms, and non-chord tones. Prerequisite: MUS 131.

MUS 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.

MUS 211. Ear-Training and Sight-Singing III (1:1.5:0)
Reinforcement of theoretical concepts presented in MUS 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: MUS 111, 112.

MUS 212. Ear-Training and Sight-Singing IV (1:1.5:0)
Reinforcement of theoretical concepts presented in MUS 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: MUS 111, 112, 211.

MUS 214. Jazz Improvisation (1:2:0)
A study of the art of jazz improvisation. Includes student mastery of skills useful in jazz performance and students acquiring an appreciation of the art form. Open to all interested vocalists and instrumentalists. A proficient background in music is strongly recommended.

MUS 223. Diction (2:2:0)
An introduction to the International Phonetic Alphabet and its application to the study of English, Italian, French, and German lyric diction. This course is required for all voice principals and majors. Prerequisite: MUS 112, 132.

MUS 224. Jazz History (2:2:0)
A survey of the development of jazz. Designed to lead to a basic understanding of jazz and its impact on the art forms, as well as the social and cultural events of the twentieth century.

MUS 231. Music Theory III (3:3:0)
A continuing study of Western music theory, utilizing the basic elements and skills learned in MUS 131 and MUS 132, for the purpose of providing music majors with further experience in the analysis and composition of music. The material covered will include an in-depth study of voice leading principles when using dominant seventh chords, a detailed study of diatonic seventh chords, chromaticism and altered chords and their functions, modulation, tonicization, and key relationships. Prerequisite: MUS 131 and 132.

MUS 232. Music Theory IV (3:3:0)
A continuing study of Western music theory, utilizing the basic elements learned in MUS 131, MUS 132, and MUS 231, for the purpose of providing music majors with further experience in the analysis and composition of music. The material covered will include binary forms, ternary forms, rounded binary forms, and other formal designs, mode mixture and borrowed chords, modulations involving mode mixture, the Neapolitan chord, augmented sixth chords, enharmonic spellings and modulations, added-note chords, and simultaneities. Prerequisite: MUS 131, MUS 132, and MUS 231.

MUS 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: MUS 132; concurrent enrollment in applied music lessons.

MUS 304. Vocal Repertoire Coaching (0:1/2:0)

MUS 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.

MUS 309. Instrumental Repertoire Coaching (0:1/2:0)

MUS 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.

MUS 319, 329, 379. Special Topic (X:X:X)
Prerequisite: Junior standing or consent of instructor.

MUS 321. Contemporary Music History: Styles and Techniques (2:2:0)
A survey of the music of the early 1900s through today with emphasis on style, analytical techniques, technical development, and trends. Prerequisite: MUS 232 or permission of instructor.

MUS 326. Advanced Musical Analysis and Composition (2:2:0)
A continuation of the study of the styles and techniques of contemporary music with emphasis on the creation of student composition. Prerequisite: MUS 232.

MUS 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: MUS 212 and 232.

MUS 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: MUS 327.

MUS 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.

MUS 332. Essential Concepts of Music in Primary and Elementary Grades (3:3:X)
A course designed for music education majors. Principles, objectives, methods, and materials adapted to the teaching of music in the primary and intermediate grades. A minimum of 15 hours of field work during the semester. Prerequisite: MUS 212 and 232.

MUS 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.

MUS 335. Pedagogy (3:3:0)
Teaching procedures for prospective applied music teachers with emphasis on methods and materials from the basic to advanced levels. May be repeated for credit when emphasis changes. Prerequisite: MUS 212 and 232.

MUS 336. Church Music and Liturgy (3:3:0)
A study of the liturgy, choral music, and organ music of the church, with emphasis on relationships to the church year and use. Topics include a history of the great liturgies of the Christian church, and a more detailed study of the Lutheran liturgy. Students desiring to register for this course should consult the instructor.

MUS 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: MUS 232 or permission of the instructor.

MUS 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: MUS 212 and 232.

MUS 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: MUS 232, or permission of instructor. Prerequisite: MUS 212 and 232.

MUS 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: MUS 212 and 232.

MUS 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.

MUS 434. Music Theatre (3:3:2)
An interdisciplinary course for actors, singers, and anyone else interested in studying the way music and theatre blend together in production. The final project will be a presentation of a musical revue, including excerpts from the musical theatre and operatic traditions.

MUSIC EDUCATION

MED 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: MUS 212 and 232.

MED 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: MUS 212 and 232.

MED 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: MUS 112 and 132.

APPLIED MUSIC

Applied music study (private instruction) is available in organ, percussion, piano, strings, voice, and wind instruments, and is open to all students, regardless of field of study, either for credit or as a non-credit course. Private applied music study for credit is required of all full-time music majors each semester of attendance. Specific requirements are found in the degree program descriptions.

Students enrolled at the performance and principal levels are required to perform a jury before the music faculty at the end of each semester. For all other applied music students, the semester-end final requirement will be at the discretion of the instructor. Credit is granted on the basis of the final and the instructor's semester grade.

Students concentrating in music performance shall present an individual public recital of works from the standard repertory for their instrument by the end of the senior year. Recital requirements for students in other music programs will be determined by the music faculty, normally at the end of the student's junior year.

Listings of representative solos and technical materials recommended for each year's study can be obtained from the instructor. (See section on Financial Information for applied music fees.)

To receive one hour credit in applied music, a student is expected to take one lesson per week and practice a minimum of five hours; to receive two hours credit, the student will take two lessons per week and practice a minimum of ten hours.

At the prerogative of the department, applied music students may not be advanced to the next applied level, despite having achieved a passing grade at the present level. Students taking private lessons are classified according to their

declared intent. Four levels are available: major, principal, secondary, and elective. The applied level will be reevaluated by the applied jury at such time as a student may declare a change within these four classifications.

PERFORMANCE LABORATORIES

AMUS 100A. Piano Laboratory (0:0:1)
Student performance and discussion. Attention is given to performance practice, critical listening, and literature. Required of all students taking piano lessons for credit.

AMUS 100B. Organ Laboratory (0:0:1)
Student performance and discussion. Attention is given to performance practice, organ design, service playing, and organ literature. Required of all students taking organ lessons for credit.

AMUS 100C. Voice Laboratory (0:0:1)
Student performance and discussion. Attention is given to performance practice, diction, interpretation, and stage presence. Required of all students taking voice lessons for credit.

AMUS 100D. Instrumental Laboratory (0:0:1)
Student performance and discussion. Attention is given to performance practice, critical listening and literature. Required of all music majors taking instrumental lessons at the applied or principal level for credit.

AMUS 100E. String Laboratory (0:0:1)
Student performance and discussion. Attention is given to performance practice, critical listening and literature. Required of all students taking string lessons for credit.

AMUS 100F. Flute Laboratory (0:0:1)
Student performance and discussion. Attention is given to performance practice, critical listening and literature. Required of all students taking flute lessons for credit.

AMUS 100G. Guitar Laboratory (0:0:1)
AMUS 100H. Horn Laboratory (0:0:1)
AMUS 100K. Clarinet Laboratory (0:0:1)
AMUS 100L. Double Reed Laboratory (0:0:1)
AMUS 100N. Percussion Laboratory (0:0:1)
AMUS 100R. Trombone Laboratory (0:0:1)
AMUS 100S. Saxophone Laboratory (0:0:1)
AMUS 100T. Trumpet Laboratory (0:0:1)
AMUS 100U. Tuba Laboratory (0:0:1)

APPLIED MUSIC (LEVELS)

AMUS 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.

AMUS 111-112, 211-212, 311-312, 411-412. (1:1/2:0)
Private instruction for one hour credit. One half-hour lesson per week. Instructor or departmental approval required.

AMUS 121-122, 221-222, 321-322, 421-422. (2:1:0)
Private instruction for two hours credit. One hour lesson per week. Instructor or departmental approval required.

These numbers will be followed by a suffix comprised of two letters.
The first letter in the suffix will indicate the type of instruction:

a = applied level for performance degrees
p = principal level for Music Education, Church Music, and B.A. degrees
s = secondary level for music majors on secondary instrument
e = elective level for non-music majors

The second letter in the suffix will designate the specific instrument of instruction:

A – Oboe	H – Horn	R – Trombone
B – Bassoon	I – Cello	S – Saxophone
C – (reserved)	J – Special	T – Trumpet
D – Double Bass	K – Clarinet	U – Tuba
E – Euphonium	N – Percussion	V – Voice
F – Flute	O – Organ	Y – Viola
G – Guitar	P – Piano	Z – Violin

AMUS 111c. Class Piano I (1:2:0)
An introduction to the keyboard with emphasis on reading music, playing chords, and basic keyboard skills.

AMUS 113c. Introductory Voice Class (1:2:0)
An introduction to the techniques of balanced vocal sound. Emphasis will be placed on gaining confidence in public performance.

AMUS 114c. Woodwinds Class (1:2:0)
An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning woodwind performers. The instruction will include fundamental performing techniques for all woodwind instruments and the mastery of all fingerings. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUS 110.

AMUS 115c. Brass Class (1:2:0)
An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning brass performers. The instruction will include fundamental performing techniques for all brass instruments and the mastery of all fingerings. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUS 110.

AMUS 116c. Percussion Class (1:2:0)
An introduction to the methodology and repertoire used by successful band directors in the instruction of beginning percussion performers. The instruction will include fundamental performing techniques for all percussion instruments. Students will perform in a class setting with emphasis on practical applications in teaching situations. Additional private study of individual instruments is encouraged. Prerequisite: MUS 110.

AMUS 117c. Strings Class (1:2:0)
An introduction to the methodology and repertoire used by successful orchestra directors in the instruction of beginning string performers. The instruction will include fundamental performing techniques for all orchestral string instruments. Students will perform in a class setting with emphasis on practical applications in the school. Additional private study of individual instruments is encouraged. Prerequisite: MUS 110.

AMUS 118c. Beginning Guitar (1:2:0)
This course introduces the basic principles and techniques required to play the guitar. It gives the student a practice/training method to develop a good musical guitar style. Techniques include: a working knowledge of the notes up to and including the 5th fret, correct left and right hand positions, left and right hand use, reading musical notation, simple to moderate chords, one to two octave scales and practical accompaniments.

AMUS 313c. Advanced Voice Class (1:2:0)
A continuation of AMUS 113c.

AMUS 318c. Advanced Guitar Class (1:2:0)
A continuation of AMUS 118c.

PHILOSOPHY

The department of theology, philosophy, and classical languages, through the discipline of philosophy, seeks to encourage in students the critical reflection and understanding which are essential to education in the liberal arts tradition. The discipline of philosophy introduces students to the history of ideas, the processes of critical and analytical reasoning, the exploration of values, and the importance of self-reflection in the pursuit of wisdom. Thus, in support of the institutional goals for graduates at Texas Lutheran, the study of philosophy enhances critical and reflective thinking, provides grounding in our heritage of ideas, and fosters an integrated ethical perspective and a sense of moral purpose.

A major concentration is offered as preparation for advanced work in philosophy; it is suitable as well for those interested in fields such as law, ministry, social service, and government service.

Major in philosophy: 30 semester hours, including PHIL 131, 232, 333, 334, 335, 336, 432, 434; and six additional hours in philosophy.

Supporting courses for philosophy major: 24 hours, including courses determined in consultation with a philosophy academic advisor. Courses should be selected primarily from the following: foreign language, history, English studies (200-level or above), BIO 347, 432, CLAS 231, ECON 337, PSY 334, 374, THEO 334, 437. A minor in an appropriately related field of study may be included.

Minor in philosophy: 18 semester hours, including PHIL 232, 335, and 336.

PHILOSOPHY

PHIL 131. 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 231. Contemporary Moral Problems (3:3:0)
A survey of contemporary moral problems viewed from both theological and philosophical perspectives. Topics covered will be selected from the following: ethics of sex and human sexuality, just war theory, the nature and meaning of work, theories of tolerance, theories of justice and human rights, issues in business ethics, and issues in medical ethics.

PHIL 232. Logic (3:3:0)
An introductory systematic study of the principles of correct reasoning, divided equally between informal and formal logic, including an introduction to modern symbolic logic.

PHIL 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 131 or 231.

PHIL 332. Gender in Political Theory (3:3:0)
An examination of the understanding of gender in western political thought that includes ancient, medieval, 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. Ethics: Theory and Practice (3:3:0)
An examination of various theories and concepts of morality and of the distinctive character of moral issues and moral judgments. These theoretical concerns will be applied to representative contemporary moral issues. Prerequisite: PHIL 131.

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 131 or 232.

PHIL 335. History of Philosophy I (3:3:0)
A study of western philosophical ideas as they developed in ancient and medieval thought with emphasis on the major figures from Presocratics, Plato, and Aristotle through Thomas Aquinas. Prerequisite: PHIL 131.

PHIL 336. History of Philosophy II (3:3:0)
A study of western philosophical ideas as they developed from the early modern period through the late eighteenth century. Emphasis is on major figures from Descartes and Hobbes through Kant.

PHIL 338. Philosophy of Religion (3:3:0)
A study of philosophical analysis of the nature and grounds of religious belief, its conceptual framework and language, with an examination of traditional problems and recent developments.

PHIL 339. Political Philosophy (3:3:0)
A study of classical and modern theories of politics, such as those of Plato, Aristotle, Machiavelli, Luther, Hobbes, Locke, Rousseau, Burke, and Marx. (Also offered as POLS 339.)

PHIL 371. Bioethics (3:3:0)
An examination of the moral dilemmas and ethical reflections precipitated by advances in medical technology. Topic areas include genetics, abortion, death and dying, allocation of health care resources, and the physician-patient relationship. Extensive use of case studies.

PHIL 379. Special Topic (3:3:0)
Discussion of a limited topic or topics in philosophy. Primarily for juniors and seniors. May be repeated for credit when topics are changed. Prerequisite: 60 total hours completed.

PHIL 410, 420, 430. Independent Study (X:X:X)
The philosophy major or minor may pursue an independent research project under the guidance of a faculty member. One to three hours credit.

PHIL 432. Nineteenth- and Twentieth-Century Philosophy (3:3:0)
A study of selected major figures and topics in philosophy over the past two centuries. Beginning with German idealism, the course will include representatives of various philosophical developments, including in the twentieth century both the Anglo-American and Continental traditions. Prerequisite: PHIL 131, 335 or 336.

PHIL 434. Senior Seminar (3:X:0)
The senior seminar is intended as a capstone to help philosophy majors integrate and explore the vocational implications of what they have learned in philosophy through a course structured around the subdisciplines of logic, metaphysics, epistemology, ethics, aesthetics, and the history of philosophy. The class will culminate in a documented paper and presentation. Required of all seniors who plan to graduate with a major in philosophy. Offered every spring.

PHYSICS

The courses in physics are designed to acquaint the student with a general knowledge of physical phenomena, the ways in which physicists study these phenomena, and the contributions such studies have made to our civilization. The courses provide knowledge necessary for students preparing to enter the health sciences, engineering, or teaching at the secondary level. They also provide support for majors in biology, chemistry, mathematics and computer science as well as for those non-science majors who wish to broaden their educational background.

Major in physics (B.A. degree): 30 semester hours, including PHYS 240, 241, 312, 314, 334, 331, 332, 335, 390, 391,421; and one course selected from PHYS 338, 379, and 383.

Supporting courses for physics (B. A. degree): 31 semester hours, including MATH 231, 232, 333, 334; MATH 238 or 431; CHEM 143, 341, 344, and 345.

Minor in physics: 19 semester hours, including PHYS 240, 241, 312, 314, 334; two courses to be selected from PHYS 331, 332, 335, 338, 383, 390, 391, 392.

PHYSICS

PHYS 141-142. General College Physics (4:3:3 each)
A general course in mechanics, heat, electricity, magnetism, sound, light and modern physics with emphasis on mathematical treatment and problem solving. Prerequisite: MATH 133 or higher.

PHYS 220, 230, 320, 330. Directed Study (X:X:X)
Individualized study courses under the general supervision of a physics faculty member. The topic chosen by the student and approved by the faculty member and department must be sufficiently delimited to permit oral and written reports. Consult a faculty member for more information.

PHYS 240. Principles of Physics I (4:3:3)
A calculus-based introduction to the classical mechanics of particles, rigid bodies, and fluids. Prerequisite: MATH 231 or enrollment therein.

PHYS 241. Principles of Physics II (4:3:3)
A calculus-based introduction to the physics of waves, electromagnetism, dc circuits, light, and optics. Prerequisite: MATH 232, or enrollment therein, and PHYS 240.

PHYS 312, 314. Advanced Physics Laboratory (1:0:3)
A series of labs supporting concepts in intermediate-level mechanics, electromagnetism, optics, and quantum and nuclear physics. Prerequisite: MATH 232 and PHYS 241

PHYS 331. Mechanics (3:3:0)
A more advanced course dealing with statics and dynamics of particles, rigid bodies, and fluids. Prerequisite: PHYS 241, MATH 231, 232, and 333.

PHYS 332. Electricity and Magnetism (3:3:0)
Static electric and magnetic fields, electric and magnetic properties of matter, boundary problems, electromagnetic fields. Maxwell's equations. Prerequisite: PHYS 241, MATH 231, 232, and 333.

PHYS 334. Modern Physics (3:3:0)
A study of the more recent theories of atomic and nuclear structure, nuclear reactions, radiation phenomena, special relativity, and other topics. Prerequisite: PHYS 241, MATH 231, 232.

PHYS 335. Quantum Mechanics (3:3:0)
An introduction to theory and methods of quantum mechanics. Topics include the physical basis of quantum mechanics, its fundamental postulates, and applications in chemistry and physics. (Also offered as CHEM 335.)

PHYS 338. Geometrical and Physical Optics (3:3:0)
A study of geometrical optics, wave motion, interference, diffraction, polarization and spectra. Prerequisite: PHYS 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 (3:3:0)
This course provides practical experience in using logic gates for counting, timing, Boolean, and arithmetic functions in a digital computation. The course begins with individual gate circuits and applications and then introduces integrated circuits to the medium scale level of integration. Techniques for digital control of actuators, amplifying signals, conversion to digital input, and conversion of digital values to analog input are discussed. (Also offered as CSCI 381 or ENGR 381.) Prerequisite: MATH 231 or MATH 136.

PHYS 383. Circuits and Electronics (3:2:3)
Analysis of DC and AC circuits and systems. Phasors and the time-varying response of lumped circuits. Application of math transforms to circuit analysis. Diodes and transformers. Amplification using operational amps. Digital sampling of analog signals. The laboratory introduces digital acquisition techniques and LABView™ virtual instrumentation software. Prerequisite: MATH 232 and PHYS 241.

PHYS 390. Computational Applied Science I (3:3:0)
Algebraic, differential, and integral calculations with discretely sampled data. Desktop engineering calculations using MATLAB™. Introduction to the UNIX™ user environment. Storage, retrieval, and use of common data types and file formats for the applied sciences. Functions and common programming elements. Graphs and histograms. Curve fitting and use of residuals. Prerequisite: MATH 232 and PHYS 241.

PHYS 391. Computational Applied Science II (3:3:0)
Modeling noisy measurements: error propagation techniques using random functions. Pre-processing of digital datasets: handling missing data and exceptions, interpolation, smoothing, and trend removal. The use of moving averages, correlation, convolution, point-spread functions, FFT, and filters to extract signals from noise. Data visualization with contouring and 2-D imaging. Examples from audio and video digital signal processing, engineering, the earth sciences, and astronomy. Prerequisite: PHYS 390.

PHYS 392. Engineering Physics (3:2:3)
Physical principles for artifact and process design. Overview of conservation laws, mechanical equilibrium, fluid mechanics, heat, thermodynamics, and properties of materials. An introduction to transport phenomena. Computer modeling the time evolution of physical systems using differential equations. Uncertainty analysis. Prerequisite: PHYS 241, ENGR 390, and Math 334, or enrollment therein.

PHYS 410, 420, 430. Independent Study (X:X:X)
Intensive, individual study and research available to qualified students with a special interest in doing advanced work in physics. Consult a faculty member for more information.

PHYS 421. Senior Seminar (2:X:0)
A senior capstone project conducted in physics that includes a written paper with cited references, an abstract, and a formal oral presentation.

ENGINEERING

ENGR 132. Introduction to Engineering (3:2:3)
An overview of engineering as practice, profession, and philosophy. The dominance of heuristics in engineering problem solving. The role of failure in design evolution. The central role of written and graphical communication in artifact design. The role of algorithms, control structures, and flow charts in process design. Team design experiences through a series of competitions in autonomous robotics. Engineering ethics and the NSPE code. Intellectual property. Prerequisite: MATH 138 or MATH 231, or enrollment therein.

ENGR 279. Special Topics (3:3:0)

ENGR 381. Digital Electronics (3:3:0)
This course provides practical experience in using logic gates for counting, timing, Boolean, and arithmetic functions in a digital computation. The course begins with individual gate circuits and applications and then introduces integrated circuits to the medium scale level of integration. Techniques for digital control of actuators, amplifying signals, conversion to digital input, and conversion of digital values to analog input are discussed. (Also offered as CSCI 381 or PHYS 381.) Prerequisite: MATH 231 or MATH 136.

ENGR 383. Circuits and Electronics (3:2:3)
Analysis of DC and AC circuits and systems. Phasors and the time-varying response of lumped circuits. Application of math transforms to circuit analysis. Diodes and transformers. Amplification using operational amps. Digital sampling of analog signals. The laboratory introduces digital acquisition techniques and LABView™ virtual instrumentation software. Prerequisite: MATH 232 and PHYS 241. (Also offered as PHYS 383.)

ENGR 390. Computational Applied Science I (3:3:0)
Algebraic, differential, and integral calculations with discretely sampled data. Desktop engineering calculations using MATLAB™. Introduction to the UNIX™ user environment. Storage, retrieval, and use of common data types and file formats for the applied sciences. Functions and common programming elements. Graphs and histograms. Curve fitting and use of residuals. Prerequisite: MATH 232 and PHYS 241. (Also offered as PHYS 390.)

ENGR 391. Computational Applied Science II (3:3:0)
Modeling noisy measurements: error propagation techniques using random functions. Pre-processing of digital datasets: handling missing data and exceptions, interpolation, smoothing, and trend removal. The use of moving averages, correlation, convolution, point-spread functions, FFT, and filters to extract signals from noise. Data visualization with contouring and 2-D imaging. Examples from audio and video digital signal processing, engineering, the earth sciences, and astronomy. Prerequisite: PHYS 390. (Also offered as PHYS 391.)

POLITICAL SCIENCE

The mission of the political science discipline is to prepare students for positions of leadership in both the private and public sectors for further scholarly study leading to an advanced degree, and to be educated and involved citizens. The faculty strives to develop students' analytical and critical thinking skills, ethical sensitivities, and ability to make reasoned judgments.

Major in political science (liberal arts): 30 semester hours, including POLS 231-232, 337, 339, 435, 436, 430 or 439, plus nine additional hours of political science. The POLS 430 or 439 requirement is waived if student participates in Washington semester or TLU-sponsored study abroad program.

Supporting courses for political science (liberal arts): 24 semester hours, including three hours of history, three hours of statistics, six hours of economics, and 12 hours to be determined in consultation with a departmental advisor.

Major in political science (pre-law): 30 semester hours, including POLS 231-232, 332 or 431, 339, 337 or 435, 436, 430 or 439, plus nine additional hours political science. The POLS 430 or 439 requirement is waived if student participates in Washington semester or TLU-sponsored study abroad program.

Supporting courses for political science (pre-law): 24 semester hours, including ENG 335 or 371, PHIL 131, six hours of economics,three hours of history, three hours of statistics, and six hours to be determined in consultation with a departmental advisor.

Major in political science (public policy and administration): 30 semester hours, including POLS 231-232, 331 or 336, 337 or 435, 339, 436, 430 or 439 plus nine additional hours political science. The POLS 430 or 439 requirement is waived if student participates in Washington semester or TLU-sponsored study abroad program.

Supporting courses for political science (public policy and administration): 24 semester hours, including STAT 374, 12 hours of economics, three to six hours of accounting, and six hours to be determined in consultation with a departmental advisor.

Minor in political science: 18 hours, including POLS 231-232, 339, 337 or 435 and six additional hours in political science.

POLITICAL SCIENCE

POLS 231. American Politics I (3:3:0)
Introduction to American political behavior, including federal and Texas (including local government) 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 domestic and foreign policy issues. Prerequisite: POLS 231.

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 COM 309/319). May be taken twice for credit.

POLS 331. State and Local Government (3:3:0)
American political subcultures and subgovernments. Emphasis is on politics and government locally accessible for study. Prerequisite: POLS 231.

POLS 332. American Legal System (3:3:0)
The study of American law and legal processes; examination of major legal issues; theories of law. Prerequisite: POLS 231 or CJ 231.

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: the ratification debates, social Darwinism, the reform tradition, radicalism, liberalism and conservatism. Prerequisite: POLS 231.

POLS 335. Gender in Political Theory (3:3:0)
An examination of the understanding of gender in Western political thought that includes ancient, medieval, 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 232.

POLS 337. Comparative Government (3:3:0)
Comparisons between the U.S. political system and those of other western democracies, authoritarian regimes, and the Third World.

POLS 339. Political Philosophy (3:3:0)
Classical and modern theories of politics, such as those of Plato, Aristotle, Machiavelli, Luther, Hobbes, Locke, Rousseau, Burke, and Marx. (Also offered as PHIL 339.) May not be counted for both philosophy and political science credit. Prerequisite: junior standing.

POLS 379. Special Topic (3:3:0)
Designed to provide flexibility in meeting changing issues and student needs; often conducted by adjunct lecturers with differing viewpoints. May be repeated when topics change. Topics may include political biographies, U.S. foreign policy, or environmental policies. Prerequisite: depends on topic.

POLS 410, 420, 430. Independent Study (X:X:X)
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:X:X)
Designed to provide political science majors with opportunities to work in law offices, political campaigns, government agencies and legislative offices. A study component must also be agreed on. Summer internships are encouraged. No more than three hours may be counted towards the major. Prerequisite: departmental approval.

POLS 431. Constitutional Law (3:3:0)
An examination of the major cases in U.S. constitutional development relating to the institutions of the national government, federal-state relations, and civil liberties and rights. The focus is on case research and legal briefing. An historical approach is followed.

POLS 433. Public Opinion (3:3:0)
The psychology, content and measurement of public opinion. Students are required jointly to conduct a poll, draw a sample, design a questionnaire and test it, interview, and code and analyze their findings.

POLS 435. International Relations (3:3:0)
Power, realism and idealism, diplomacy, imperialism, balance of power, the force of nationalism, deterrence and arms control, and terrorism; the foreign policies of the major powers; environmental and demographic issues; international law and organization.

POLS 436. Research Methods (3:3:0)
Introduction to scope and methods of political inquiry. Primarily for political science majors. Prerequisite: 12 semester hours of political science. (Also offered as SOC 436.)

POLS 440. Washington Semester Research Project in Government (4:0:0)
Supervised, individual research in Washington D.C. designed in consultation between Texas Lutheran and American University to take advantage of the resources of the Washington area through personal interviews, participant observation, etc. Required as part of the Washington Semester program.

POLS 441. Washington Semester Seminar in Government I (4:2:2)
Meetings with politicians, lobbyists, reporters, etc. Course includes lectures and discussions. Sited in Washington, D.C., at American University. Prerequisite: POLS 231, advanced standing, and approval of Texas Lutheran Washington Semester Committee.

POLS 442. Washington Semester Seminar in Government II (4:2:2)
Continuation of POLS 441.

POLS 449. Washington Semester Internship in Government (4:0:8)
Under American University academic supervision, students intern in congressional, governmental, and interest group offices two afternoons a week to gain first-hand experience and insights. Academic requirements and office supervisor's evaluation determine final granting of credit. Part of the Washington Semester Program.

PRE-PROFESSIONAL PROGRAMS

PRE-MINISTRY (B.A. DEGREE)

Students who anticipate continuing their program of study at a school of theology should plan their undergraduate program to meet the requirements of the particular school they expect to enter. The Association of Theological Schools in the United States and Canada recommends that an undergraduate program emphasize several broad areas. High competency is desired in at least one of the following: understanding human selfhood and existence, modern social institutions and problems, and culture and religion. Moderate competencies are valuable either in science and technology or in the modes and processes of human understanding. The undergraduate should also be moderately competent in at least one area of theological study: biblical content and interpretation, the history of religious traditions, or systematic and ethical construction. Finally, the student needs to have a reading knowledge of Greek (four semesters), plus either Hebrew, Latin, German, French, or Spanish, and a mastery of written and oral English. Members of the Evangelical Lutheran Church in America who are planning to enroll in a seminary of the ELCA must be registered with the candidacy committee of a synod of the ELCA, generally about two years prior to their application to a seminary program.

PROFESSIONAL LAY MINISTRY (B.A. DEGREE)

Texas Lutheran offers a flexible four-year program for persons interested in professional, non-ordained service in the church. The program may be utilized to fulfill course requirements in theology for those who desire to serve in the public ministry of the Evangelical Lutheran Church in America as an Associate in Ministry, or as a professional minister in other Christian denominations. Students interested in being commissioned for service as an ELCA Associate in Ministry must be registered with the candidacy committee of their home synod and must meet all of the requirements as set forth by the ELCA's Division for Ministry.

The program may be taken with a view to a broad, general preparation for church service, or it may be taken with more particular career aspirations in mind. Possible academic majors include business administration, communication studies, music, psychology, sociology, and theology. Program details are worked out in consultation with the theology faculty.

For those in the ELCA Associate in Ministry candidacy process, basic foundational course work in theological education includes a minimum of 20 semester credit hours. At least one course must be completed in each of the following areas: Biblical Studies-Old Testament; Biblical Studies-New Testament; Lutheran Theology and Confessional Writings; Introductory Systematic Theology; and American Lutheran Church History. The candidate's curriculum may include additional courses appropriate to a specialization.

Areas of service in the ELCA for an Associate in Ministry include education (director of Christian education, day school teacher or director, librarian), music and the arts (organist, choir director, teacher of music or drama), administration (church or parish office administrator, administrator in a synodical, churchwide agency, camp director), and service (campus ministry, camp ministry, counseling, parish worker, youth director).

PRE-ENGINEERING (B.A. DEGREE)

Students participating in this dual-degree program satisfy basic requirements for entering an engineering program at another university. TLU awards an applied science degree upon completiion of TLU and engineering school requirements for an engineering degree. Three years are spent at TLU to satisfy preparation in mathematics and physical sciences as well as broadening in liberal arts expected of a well-trained engineer. Details of the program are listed under "Applied Science" in this section of the catalog.

PRE-LAW (B.A. DEGREE)

A bachelor's degree from Texas Lutheran satisfies the educational admission requirements of law schools. Our pre-law students usually major in political science, economics, English, accounting or history; however, any major at Texas Lutheran satisfies law school admission requirements.

"Careers in Law," a publication of the American Bar Association, has the following statement: "The best preparation for the study of law is a broad liberal arts education, calculated to provide a critical understanding of the institutions and values with which law deals." Leaders of the bench and bar also have recommended courses which they consider most valuable for preparation for the study of law. Subjects strongly recommended include philosophy and logic, political science, economics, creative and technical writing, literature, sociology, psychology, mathematics, accounting, and British and American history.

Students should confer with the pre-law advisor to develop academic plans.

HEALTH-RELATED PRE-PROFESSIONAL PROGRAMS

Many health-related pre-professional programs exist at Texas Lutheran. Those about which inquiries are most frequently made are described below. Please contact the TLU Health Professions Advisory Committee if you desire information about other health related programs.

PRE-MEDICAL OR PRE-DENTISTRY

There are eight medical and three dental schools in Texas. Medical and dental schools generally require the baccalaureate degree for admission. A minimum grade of "C" must be earned in each of the pre-requisite courses. Medical and dental schools in Texas, and in most other states, require for admission: COMP 131, 132; BIO 143, 144, plus two more biology courses as required for college science majors; CHEM 143, 144, 248, 249; PHYS 141, 142; MATH 231 (not required by dental schools). Biochemistry is recommended but not yet required for Texas medical and dental schools. Students should consult members of the Health Professions Advisory Committee regarding admission requirements and application deadlines for specific medical or dental schools. Competitive GPA and Medical or Dental College Admission Test (MCAT or DAT) scores are required as is evidence of familiarity with the practice of medicine or dentistry. All students intending to seek admission to medical or dental schools should plan to take the MCAT or DAT during the spring semester of their junior year.

PRE-VETERINARY

There is one veterinary school in Texas: Texas A&M College of Veterinary Medicine. The minimum scholastic requirements for consideration of an application for enrollment in the professional curriculum at Texas A&M University is the satisfactory completion of the pre-requisite courses listed below; however, students are encouraged to complete a bachelor's degree to enhance their chances of acceptance to the professional program, and Graduate Record Exam scores must be submitted. Pre-professional courses must include the following: BIO 143,144, 242, 341, 437, 414; CHEM 143, 144, 248; MATH 231 or STAT 374; PHYS 141, 142; COMP 131, 132; ENG 335 plus any English course with "literature" in the title (e.g., ENG 233 or 235); COM 374. In addition, a course in Animal Nutrition is required. There is no equivalent at Texas Lutheran; however, members of the Health Professions Advisory committee have information about schools from which you may take acceptable animal nutrition courses either in person or by correspondence. Students must also be able to show evidence of working with a practicing veterinarian

PRE-NURSING

There are many nursing schools in Texas, and the pre-professional requirements for admission to schools of nursing vary. Most Texas nursing programs require two academic years of university work (60 semester hours) as listed below. Since each school of nursing has its own specific requirements, students are advised to consult the catalogs of the nursing schools they hope to attend. Courses recommended by most Texas nursing schools include: BIO 147, 148, 235, 242; CHEM 143, 144; PSY 131, 236; SOC 130; MATH 133; STAT 374; HIST 131, 132; POLS 231, 232; COMP 131, 132; and three to twelve hours of

electives from the natural sciences or behavioral sciences. Electives should be approved by the individual nursing school. Most nursing schools do not require and do not accept courses from kinesiology. Schools that require or accept such courses normally accept only two or three hours of kinesiology courses. Many nursing schools also require that students be certified in first aid and CPR before admittance to a nursing program. The Health Professions Advisory Committee can help you determine specific requirements for particular nursing programs.

PRE-OPTOMETRY

There is one optometry program in Texas: University of Houston College of Optometry. Admission requires completion of a baccalaureate degree, competitive scores for the Optometry Admission Test (OAT), good grades and letters of recommendation, and evidence of familiarity with optometry. Specific prerequisite classes include: BIO 143, 147, 148, 242, 341, 431, 437, 414; CHEM 143, 144, 248; MATH 138, 231; STAT 374; PHYS 141, 142; and PSY 131.

PRE-OCCUPATIONAL THERAPY

Most Occupational Therapy programs in Texas offer Master of Occupational Therapy (M.O.T.) degrees. Although professional schools vary in specific curricula, a baccalaureate degree, Graduate Record Exam scores, good grades and recommendation letters, and evidence of an understanding of occupational therapy are required for admission to most schools. In addition, the following prerequisite courses are required by most programs: COMP 131, 132; COM 374; HIST 131, 132; POLS 231, 232; MATH 133; STAT 374; PSY 131, 236, 332; SOC 130; KIN 476; BIO 147, 148, and either BIO 432 or PSY 347; CHEM 143; and PHYS 141. Students should consult members of the Health Professions Advisory Committee and the catalogs of the appropriate schools to determine specific prerequisites.

PRE-PHARMACY

There are currently four pharmacy programs in Texas. Specific admissions requirements vary somewhat from one program to another; however, most schools require the following courses: BIO 143, 144, 242, 341; CHEM 143, 144, 248, 249; COMP 131, 132; COM 374; PSY 131 or SOC 130; MATH 231; STAT 374; PHYS 141; and 3 hours literature. Some schools also require two years of high school or two semesters of college foreign language, and all programs require scores for the Pharmacy College Admission Test (PCAT). Students should consult members of the TLU Health Professions Advisory Committee and the catalog of the appropriate school to obtain specific information about particular pharmacy programs.

PRE-PHYSICIAN ASSISTANT

There exist six physician assistant programs in Texas. Five of the six programs award a Master of Physician Assistant Studies (M.P.A.S.) degree, and four of the master's programs require completion of a baccalaureate degree and Graduate Record Exam (GRE) scores prior to matriculation. Although specific pre-requisites vary, most programs require the following courses: COMP 131, 132; PSY 131 plus 6 additional PSY hours; HIST 131, 132; POLS 231, 232; MATH 133; STAT 374; BIO 147, 148, 235, 242, 341; CHEM 143, 144, 248; computer literacy; and Medical Terminology competence. In addition, Biochemistry and/or molecular biology are recommended. Students should consult members of the TLU Health Professions Advisory Committee and the catalogs of the appropriate schools to obtain specific information about particular physician assistant programs.

PRE-PHYSICAL THERAPY

There are ten physical therapy programs in Texas, and their admissions requirements vary. Most physical therapy (P.T.) programs in Texas offer Master of Physical Therapy (M.P.T.) degrees. Most require completion of a baccalaureate degree prior to matriculation, although some accept students after completion of 90 hours of prerequisite course work. The average GPA of those accepted may be as high as 3.5. Most programs require Graduate Record Exam (GRE) scores. All require evidence of an understanding of physical therapy. Programs vary in length as well as in specific requirements. Students should contact members of the TLU Health Professions Advisory Committee and should refer to the catalogs of appropriate universities for specific information about particular P.T. programs. Pre-requisites for most P.T. programs include: COMP 131, 132; COM 374; HIST 131, 132; POLS 231, 232; MATH 138; STAT 374; SOC 130; PSY 131, 236, and/or 332; BIO 147, 148, 431; CHEM 143, 144; and PHYS 141, 142.

PSYCHOLOGY

The program in psychology promotes the scientific approach to the study of behavior and its underlying processes in the context of a supportive community of learning and faith. The program is structured to provide students with an understanding of the major content areas of the field and their historical foundations, the necessary research and quantitative skills to understand and conduct behavioral research, and opportunities to practice and extend their knowledge of psychology outside the classroom in research and applied settings. The psychology program encourages an appreciation of both the interconnections between psychology and other fields of study and psychology's implications for personal growth and practical issues.

To prepare students for graduate study in psychology, the major provides a strong foundation in research and theoretical principles with an emphasis on applying those principles in individual student research projects and internships. The program's emphasis of combining the empirical study of behavior with a broad liberal arts education prepares students for further education in other fields and for careers in many settings including business, education, social services, research, law, government, church, and allied health services.

Major in psychology (B.A. degree): 27 semester hours, including PSY 234, 235, 236, 271, 272, 339 or 372, 437, three hours from PSY 334, 347, or 371, and three upper division hours of the student's choice.

Supporting courses (B.A. degree): 21 semester hours, including MATH 133; six hours in foreign language; three hours from PHIL (upper division); nine hours from at least two different departments of ECON, SOC (except SOC 130), or POLS (upper division).

Major in psychology (B.S. degree): 34 semester hours, including PSY 234, 271, 272, 334, 347 or 371, 372, 437, 411, and 12 additional hours in psychology.

Supporting courses (B.S. degree): 29-31 semester hours, including MATH 138; STAT 374; BIO 143-144 and 6-8 additional natural science hours (BIO 147-148, 339, CHEM 133 do not count toward this requirement); MATH 231 or STAT 375; six hours from ECON,SOC (except SOC 130), or POLS (upper division).

Minor in psychology: 18 semester hours, including a minimum of six hours of upper division courses. It is recommended that students consult with a full-time member of the psychology department concerning the course pattern that will best augment their particular interests.

Curricular/Paracurricular Plan: The university requires that all students file a formal degree plan with the Registration and Records office prior to the beginning of the junior year. The psychology department recommends that its majors also develop and maintain a more comprehensive informal plan for personal use. This should include a tentative schedule of courses needed and the sequence and semester in which these should be taken. It should also contain a plan of paracurricular experiences that will both supplement coursework and build toward personal and career goals. Some examples of the latter include active

membership in campus groups such as Psi Chi and the Psychology Club, student membership and participation in national or regional psychological associations, original research under the supervision of a faculty member, active participation in the Psychology Department Colloquium, and volunteer work in a community service facility such as MHMR. These kinds of experiences are not only personally rewarding; they are evidence of maturity and breadth of development, factors important to future employers and graduate and professional schools. (Additional information for planning purposes is available through consultation with faculty advisors and from the Psychology Department Guide.)

PSYCHOLOGY

PSY 120. Psychology and Life (2:2:0)
Examines major areas of adult development from a personal management perspective. Explores how psychological knowledge can assist in understanding, evaluating, and shaping one's personal experience and relationships with others. Not counted toward the psychology major.

PSY 131. Intro to Psychology (3:3:0)
A survey of general psychology: theories, methods, and basic principles and how these apply to human behavior.

PSY 234. Social Psychology (3:3:0)
A study of how people think about, influence, and relate to one another. Topics include social beliefs, conformity, group influence, persuasion, prejudice, aggression, attraction, altruism, and conflict and peacemaking. (Also offered as SOC 274.)

PSY 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.

PSY 236. Developmental Psychology (3:3:0)
A study of the physical, cognitive, and psychosocial processes of development of the individual from conception to old age. Includes field experience.

PSY 271. Quantitative Methods for Psychology I (3:3:0)
An integrated introduction to psychological research with emphases on descriptive, correlational, and non-experimental designs and analyses. Use of computers for research, data analysis and APA Format report writing. First in a two-part sequence. Required for psychology majors.

PSY 272. Quantitative Methods for Psychology II (3:3:0)
Continuation of PSY 271. Emphasis on experimental design and use of parametric inferential statistics (t-tests and ANOVA) and non-parametric tests (chi-square). Use of statistical software, preparation of a comprehensive research proposal. Second course in a two-part sequence. Required for psychology majors.

PSY 332. Abnormal Psychology (3:3:0)
An intensive survey of psychological disorders. Includes a review of major theoretical paradigms; related research; etiologies and treatment, including psychoactive medications, and an overview of ethics in practice. Prerequisite: junior standing or permission of instructor.

PSY 334. Cognition (3:3:0)
A study of classic and contemporary theories and research on cognitive processing. Topics include sensation and perception, attention, memory, language, concept

formation, problem solving, and consciousness. Prerequisite: junior standing or permission of instructor.

PSY 339. Psychological Testing (3:3:0)
An introduction to theory underlying test construction, evaluation, and interpretation. Survey of major types of tests and scales and focused study of widely used instruments. Prerequisite: STAT 374 or PSY 272.

PSY 347. Physiological Psychology (4:3:3)
An introduction to the nervous system and its relationship to behavior and experience. Particular emphasis on physiological research relating to brain/behavior correlates. Prerequisite: junior standing or permission of instructor.

PSY 371. Animal Learning (3:3:0)
A critical examination of contemporary theories and phenomena related to animal learning and behavior. Topics include habituation, sensitization, classical and instrumental conditioning, reinforcement, and stimulus control. Prerequisite: junior standing or permission of instructor.

PSY 372. Quantitative Methods for Psychology III (3:3:0)
A study of advanced research methods including multiple groups, repeated measures, multiple dependent variables, and incomplete designs. Includes the design and conduct of actual experiments and coverage of survey research. Prerequisites: PSY 271, 272, STAT 374.

PSY 374. Personality (3:3:0)
A survey of psychological theories and research in the study of personality. Significant reading from the original writings of major theorists. Prerequisite: junior standing or permission of instructor.

PSY 379. Special Topic (3:3:0)
Topics selected by the instructor. Designed for students majoring in psychology or upper division students in the social or biological sciences. Prerequisite: junior standing or permission of instructor.

PSY 410, 420, 430. Independent Study (X:X:X)
Independent research on a problem in psychology selected by the student and advisor. Limited to majors of advanced standing with the ability to profit by the experience. Prerequisite: Consent of instructor.

PSY 411. Senior Seminar (1:X:0)
Oral presentation before one's peers and invited guests of the results of an independently selected research project. Students are expected to also attend the seminar on a weekly basis to participate in presentations by other students and visiting scholars.

PSY 439. Internship in Psychology (3:1:X)
Supervised field experience in a setting offering significant psychological services, e.g., MHMR center, mental hospital, independent school district. Consent of department internship director required. Arrangements must be made during the semester prior to the period of the internship.

PSY 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: Senior psychology major or consent of instructor.

PUBLIC RELATIONS

The public relations minor is designed to introduce students to the theory and practice of contemporary public relations. It includes courses that address questions of persuasion, influence, marketing, design, and applied media and communication experience.

Minor in public relations: 19 semester hours, which must include PR 131, COM 132 and 132L, and four of the following selected in consultation with a public relations advisor (six hours must be upper division courses): ART 3xx, BA 372, BA 474, COM 375, COM 479 (when the topic concerns journalism or public relations), COM 439, POLS 333, PSY 234 or SOC 274.

PUBLIC RELATIONS

PR 131. Introduction to Public Relations (3:3:0)
An introduction to theories of public relations, with specific emphasis on various real-world contests and problem-solving techniques. Theories of social influence and persuasion, campaign design, ethics and law are also covered.

READING

For reading (RED) course listings for education majors, refer to "Education" in this section of the catalog.

RESERVE OFFICER TRAINING CORP (ROTC)

Through a partnership agreement with Texas State University (San Marcos), Texas Lutheran students may cross-enroll at Texas State in either the Army ROTC or the Air Force ROTC. The purpose of the ROTC program is to commission qualified students who wish to serve in the United States military.

The ROTC courses offered by the Military Science Department (Army) or the Aerospace Studies Department (Air Force) at Texas State will be considered Texas Lutheran University courses and credit for such courses will appear on the student's TLU transcript. The number of credit hours for each course will be equivalent to the credit hours offered by Texas State University. Each TLU student enrolled in the ROTC Program at Texas State must meet eligibility requirements for admission to this program as stipulated in current Department of the Army and Air Force regulations.

ROTC students may compete for a variety of scholarships in both ROTC programs. Some scholarships provide full tuition, laboratory and incidental fees, and an allowance for books, plus a monthly stipend.

Students who are interested in the Army ROTC Program should contact the Professor of Military Science at 512-245-3232. Students who are interested in the Air Force ROTC Program should contact the Department of Aerospace Studies at 512-245-2182. Both programs meet on Tuesday-Thursday afternoons.

RESERVE OFFICER TRAINING CORP

ROTC 1xx. Freshman-Level ROTC Courses (x:x:x)
ROTC 2xx. Sophomore-Level ROTC Courses (x:x:x)
ROTC 3xx. Junior-Level ROTC Courses (x:x:x)
ROTC 4xx. Senior-Level ROTC Courses (x:x:x)

SOCIOLOGY

Sociology is the scientific study of human social life. It focuses on the forces that organize and structure society and smaller groups as well as the forces that disorganize and threaten to dissolve them.

Major in sociology: 27 semester hours, including SOC 130, 373, 435, 436 and 15 hours from SOC 231A, 232, 274, 238, 239, 331A, 331, 338A, 372, 374, 379, 439.

Major in sociology (criminal justice specialization): 27 semester hours, including SOC 130, 373, 435, 436; CJ 231, 331, SOC 374; plus six hours from POLS 332, 431, CJ 379, 439, BA 485.

Supporting courses for both sociology majors: 15 semester hours from ID 131, HIST 132, GEOG 234, PSY 131, 235, 332, 374, POLS 232, 336, 435, STAT 374.

Minor in sociology: 18 semester hours in sociology. SOC 130 and 15 hours of sociology, six hours of which must be upper-division.

SOCIOLOGY

SOC 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.

SOC 231A. Introduction to Criminal Justice (3:3:0)
An overview of the criminal justice system designed to introduce students to the history, organizational components and philosophy of the criminal justice system and the interrelationship of its subsystems, punishment and its alternatives, the court system, prosecution and its corrections. (Also offered as CJ 231.)

SOC 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.

SOC 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 MAS 238.)

SOC 239. Cultural Anthropology (3:3:0)
The study of human societies from the period of cultural beginnings to the present, with special emphasis on primitive religion, art, technology, politics, and social life.

SOC 274. Social Psychology (3:3:0)
A study of how people think about, influence, and relate to one another. Topics include social beliefs, conformity, group influence, persuasion, prejudice, aggression, attraction, altruism, and conflict and peacemaking. (Also offered as PSY 234.)

SOC 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.

SOC 331A. Criminal Law and Procedure (3:3:0)
An introduction to criminal law, both substantive and procedural, at the federal and state levels. Prerequisite: SOC 231A or CJ 231. (Also offered as CJ 331.)

SOC 338A. Native Peoples of the Southwest (3:3:0)
The cultural, economic, and social processes of Native Americans of the Southwest from prehistoric societies such as the Anasazi and Hohokam to contemporary Native American society are explored. Special emphasis is placed on colonialism and cultural identity among groups such as the Hopi, Navajo, Apache, and Yaqui.

SOC 372. Sociology of Sport (3:3:0)
An examination of sport around sociological concepts: culture, social organization, deviance, small groups, and collective behavior, and as a social institution and a microcosm of the larger society.

SOC 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.

SOC 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: SOC 231 or CJ 231.

SOC 379. Special Topics (3:3:0)
Designed to address special interests of advanced students, to provide extended examination of particular issues introduced by other departments or programs, or to test the integrity of innovations in sociology. May be repeated for credit when topics are changed. Prerequisite: Department approval.

SOC 410, 420, 430. Independent Study (X:X:X)
An opportunity for students to pursue independent research utilizing advanced research methods. Prerequisite: Departmental approval.

SOC 419, 429, 439. Internship in Sociology (X:X:X)
Opportunity to work in an appropriate setting under close supervision. Prerequisite: Department approval.

SOC 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.

SOC 436. Research Methods (3:3:0)
Introduction to the scope and methods of sociological inquiry. Primarily for sociology majors. Prerequisite: 12 hours of sociology. (Also offered as POLS 436.)

SPANISH STUDIES

STUDENT PLACEMENT IN SPANISH

To be placed at the appropriate level of proficiency in Spanish, students registering for a course at TLU for the first time must consult with the chairperson or his/her designate.

Students returning to TLU who have successfully completed the prerequisite course at TLU during the IMMEDIATELY PRECEDING TERM may simply enroll in the next level course suggested in this catalog.

INSTITUTIONAL AND ADVANCED PLACEMENT CREDIT*

Majors and Minors may receive a maximum of six hours of institutional credit in Spanish if they earn a "B" or higher in any course beyond Spanish 131 at Texas Lutheran University the first time they take the more advanced course. Students must apply for the credit through the Registration and Records office and must also pay an institutional credit fee of $15 per hour.Students may also receive College Board Advanced Placement credit (AP), International Baccalaureate Program credit (IB) or College Level Examination Program credit (CLEP) in Spanish. The total advanced placement credit in Spanish at Texas Lutheran University shall not exceed 12 hours.

SPANISH STUDIES

Major in Spanish Studies: 29 hours, including eighteen advanced credit hours from the following: SPAN 375, 376, 377, 378, 434, 473, 474, 477, plus five additional hours in Spanish. Three hours of Languages Across the Curriculum (LAC) coursework may be substituted for three hours at the 400 level. With advisor's permission, SPAN 439 or a Texas Lutheran University sponsored study abroad program in Spanish may replace SPAN 131, 132, 231, 232, 375, and 376. Successful completion of 376 is a prerequisite for LAC coursework. With the advisor's permission, SPAN 379 may be substituted for an upper division course.

Supporting work options (select Option A or B):

A. Liberal arts: 27 semester hours including HIST 332 A-F (with Latin American content); ENG 235; MAS 231; SOC 238; 6 hours from three of the following areas: art history, history, communication studies, philosophy, political science, sociology, theology; three hours to be determined in consultation with the advisor.

B. A major or minor (24 semester hours minimum) in another discipline. Students must take at least 18 semester hours in a single discipline. The remaining hours will be determined in consultation with the student's advisor.

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. Recommended courses are SPAN 375, 376, 434, and 473. 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 375 is a prerequisite for LAC coursework.

SPANISH STUDIES

SPAN 131. Spanish Language and Culture I (3:3:0)
An introductory course for those with little or no knowledge of Spanish. While integrating language and culture, classroom activities will focus on listening and speaking in personal contexts. Reading and writing strategies will be introduced.

SPAN 132. Spanish Language and Culture II (3:3:0)
Classroom activities focus on student interactions in personal and survival contexts. Students will read simple connected texts and write creatively, using rudimentary discourse strategies.

SPAN 210, 220, 230, 310, 320, 330. Directed Study (X:X:X)
See the section in this bulletin entitled "Special Studies," and consult the Spanish instructor for details.

SPAN 231. Spanish Language and Culture III (3:3:0)
While integrating language and culture, classroom activities focus on conversational strategies in a wide range of concrete contexts likely to be encountered in the Spanish-speaking countries. Students read short texts about concrete topics and write coherent paragraphs in past, present, and future time frames.

SPAN 232. Spanish Language and Culture IV (3:3:0)
Continued emphasis on concrete discourse strategies in practical and social situations, with an introduction to those strategies needed to sustain a more complex conversation. Cultural clichés and realities are further explored through a variety of readings and classroom activities. Students write short descriptive and narrative essays.

SPAN 235. Spanish Language and Culture for Heritage Speakers I (3:3:0)
This course is intended to serve the needs of students who have grown up in an environment where Spanish was used to varying degrees around them by relatives, friends, or other community members. The course presumes that the student cannot speak the language to any significant extent, does not know the grammar of the language, and has had little or no formal study of the language. The student can, however, understand bits and pieces of the language. Certainly, the student will have a

command of Spanish-language pronunciation, though he or she may have acquired this important ability quite unconsciously. Thus, this course is conducted bilingually in English and Spanish, with English predominating in the first part of the semester. The course intends to realize a smooth, seemingly natural transition from English to Spanish as the course progresses toward its end.

SPAN 236. Spanish Language and Culture for Heritage Speakers II (3:3:0)
A continuation of Spanish 235 with more emphasis on reading, writing, and speaking.

SPAN 337. Academic Spanish for Professional Purposes (3:3:0)
This course examines and offers practice in the content and form of various discourse styles as well as the cultural patterns particular to the professional world. While the course will be useful in any profession, majors in business, bilingual education, allied health, pre-law, sociology and theology will find the course especially beneficial. Prerequisite: SPAN 236 or any Spanish 300 level course.

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 Price laureates such as Gabriel Garcia Marquez, Miguel Angel Asturias, Octavio Paz, Gabriela Mistral and Pablo Neruda as well as other world renowned writers: Jorge Luis Borges, Carlos Fuentes, and Isabel Allende. Prerequisite: COMP 131, 132 and FE 134.

SPAN 375. Advanced Conversational Spanish (3:3:0)
This course is for students who wish to improve their ability to speak Spanish. While the student will read and write in this class, the goal of the course is to produce a student who can speak and understand Spanish fluently and comfortably. Topics for discussion will come from various media sources: television, radio, movies, the internet, magazines, guest lectures, etc. Prerequisite: SPAN 232 or 236 or instructor permission.

SPAN 376. Advanced Practice in Reading and Writing (3:3:0)
This course offers students the opportunity to improve their reading and writing skills in Spanish. The students will read texts and write coherent narrative essays using advanced Spanish grammar skills. Prerequisite: SPAN 232 or SPAN 236.

SPAN 377. Spanish Literature from its origins through the Golden Age (3:3:0)
This course examines the literature of Spain from the XII through the XVI centuries, including the origins of primitive lyrical and epic poetry, early masterpieces of narrative prose and the beginnings of Spanish drama. Prerequisite: SPAN 375 or above.

SPAN 378. Masterpieces in Spanish Literature (3:3:0)
Readings will include classics of the picaresque genre, Cervantes and Golden Age Drama. Prerequisite: SPAN 375 or above.

SPAN 379. Special Topics (3:3:0)
Special monographic topics to be taught as special topics courses include, but are not limited to, Ruben Dario and the Modernist Poets; Postmodernist and Feminist Voices in Spanish American Literature; Memory, Community and Identity in Contemporary Latin American Literature, Latin American Short Story, Latin American Essay. Prerequisite: SPAN 375 or above.

SPAN 410, 420, 430. Independent Studies (X:X:X)
See the section in this bulletin entitled "Special Studies," and consult the Spanish instructor for details.

SPAN 419, 429, 439. Internships (X:X:X)
Designed to provide Spanish majors and minors experience using their Spanish in a work environment.

SPAN 434. Latin American Literatures from its origins to the end of the 19th Century (3:3:0)
This course studies the writings by early Spanish explorers/chroniclers, the Colonial and Independence Periods and includes the XIX Century costumbrista writers. Prerequisite: SPAN 375 or above.

SPAN 473. The Novel of the Mexican Revolution (3:3:0)
A course devoted to the study of the novel of the Mexican Revolution, including masterpieces by Mariano Azuela, Agustin Yanez, Juan Rulfo and Martin Luis Guzman. Prerequisite: SPAN 375 or above.

LANG 474: Comparative and Contrastive Linguistics (3:3:0)
A review of the literature and methodology for teaching foreign languages with an emphasis on sociolinguistics theory and practice. Prerequisite: SPAN 375 or above.

SPAN 472. Chicano and U.S. Latino Literature (3:3:0)
Readings from U.S. authors within or about the cultural traditions and historical background of the Spanish-speaking communities in the United States, particularly Mexican-American, Puerto Rican and Cuban American.

SPAN 475 Research Seminar (3:3:0)
A research course for advanced students 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. Prerequisite: SPAN 377, 378, 434 or 473, and 477.

SPAN 477. Women Writers of Latin America (3:3:0)
This course is a survey of the lives and literature written by women of Latin America from its origin through the 21st century. Prerequisite: SPAN 375 or above.

STATISTICS

STATISTICS

STAT 374. Statistics (3:3:0)
Topics will include organization and presentation of data, sampling distributions, hypothesis testing, correlation and linear regression, and analysis of variance. The computer will be used as a tool to aid in doing statistics. (Does not count as upper-division MATH course.) Prerequisite: MATH 130 or 133.

STAT 375. Applied Statistics (3:3:0)
Analysis of variance (one, two and three way), multiple regression and correlation, factorial designs, analysis of covariance, nonparametric techniques and the use of statistical software. (Does not count as upper-division MATH course.) Prerequisite: STAT 374.

THEOLOGY

The department of theology, philosophy, and classical languages, through the discipline of theology, seeks to strengthen and illumine programs in general education for all students, to provide major concentrations of study in theology, to provide academic background for those preparing for professional ministry in the church, to provide support and stimulus for the Christian and academic communities of the university, and to serve the broader community.

Acknowledging the various perspectives of faith within our own community and beyond, the department provides for the community a well-articulated expression of the Lutheran Christian tradition. This tradition, initiated nearly 500 years ago in a university setting, celebrates the liberating power of the Christian gospel of the grace of God, applied freely to all of life.

In support of the general education goals of Texas Lutheran University, the theological faculty works with other disciplines and with the Campus Ministry Program to assist students in developing and enhancing their understanding in the following areas:

a. The nature of faith, religious language, and theology as an academic discipline.
b. Biblical literature, its developmental processes and literary genres, and the critical approach to its interpretation.
c. Other religions and one's own religion in other cultures.

Major in Theology (pre-seminary concentration): 30 semester hours, including THEO 133, 331, 332, 333, 433 or 437, 434; and six hours from 238, 335, 336, 337, or 431; and six additional hours in theology.

Supporting courses for pre-seminary concentration: 18 semester hours, including successful completion of intermediate level in Greek, and six hours in philosophy.

Major in Theology (youth ministry concentration): 36 semester hours, including THEO 133, 234, 238, 331, 332, 333, 336, 370, 434, 439A, 439B and three hours from THEO 235, 372, 374, 431, or 437.

Supporting courses for youth ministry concentration: 24 semester hours, to be chosen in consultation with the academic advisor from COM 271, 273, 374, ED 332, ENG 278, GRK 131, 132, MUS 336, PHIL 131, 231, PSY 131, 234, 236, SOC 130, 232, 331, 373.

Major in Theology (liberal arts): 30 hours, including THEO 133; 332 or 333; 335, 336, or 337; 374 or 437; 331; 238, 334 or 373; 434; nine additional hours in theology

Supporting courses for Theology (liberal arts): 12 hours, including 6 hours chosen from PHIL 131, 335, 336, and 338; 6 hours in a modern or classical language

Minor in Theology: 18 semester hours in theology, including six hours upper division.

CHURCH RELATED OCCUPATIONS

The ecumenical theologies of the 20th century have recovered for our day the apostolic and reformation understanding of Christian vocation; the whole people of God are called to participate in a common life of worship, testimony, and service for the world. Within this context a wide variety of church-related occupations has developed.

Pastors serve as ministers of Word and Sacrament primarily in congregations, but also in specialized settings such as university and seminary campuses, hospitals, prisons, and synod and churchwide offices. Other rostered leaders, including ELCA deaconesses, diaconal ministers, and associates in ministry carry out ministries of Word and Service. Students interested in a professional career in the church are encouraged to plan their academic programs in consultation with their advisors. Students wishing to serve as ministers of Word and Sacrament will be well-prepared for seminary with a major in theology (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

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 234. Foundations of Youth Ministry (3:3:X)
A general introduction to congregation-based youth ministry through an examination of theology/philosophy of youth ministry, adolescent development, social trends and characteristics of the adolescent culture, an overview of "Asset Building" in youth, appropriate roles and recruiting/training techniques for adult sponsors, and holistic youth ministry program development. Prerequisite: six hours of theology.

THEO 235. Faith Active in the World (3:3:0)
This course is designed for non-majors and addresses current issues in the interface between Christian faith and contemporary culture. The focus topic will vary, but it will address issues basic to the mission of Texas Lutheran University such as living lives of faithfulness, faith and reason, faith and popular culture, faith and literature, and Christian faith and other faiths. Prerequisite: THEO 133.

THEO 238. Religion in America (3:3:0)
A survey of religious traditions, attitudes and practices in the United States. Students experience worship with major religious groups and explore the historical roots and beliefs of those groups. Broad themes, such as religious freedom, civil religion,

humanism and fundamentalism are also addressed, using current events and students' own experiences as resources in addition to the textbook and other assigned readings. Prerequisite: THEO 133.

THEO 322. Youth Gathering and Service Learning Event Planning (2:X:X)
A study of the global denominational histories, principles, applications, structural organization, methodologies, theologies, and biblical foundations involved in the planning and implementation of judicatory youth gatherings and congregation-based service learning opportunities. Includes 25 hours of practical field experience. Prerequisite: six hours in theology.

THEO 331. Christian Ethics (3:3:0)
An introduction to Christian ethics as a distinct discipline within theology. Special attention is given to the relationship between fundamental theological commitments and ethical judgement. Topics will be selected from the following: love, or agape, as a basis for Christian ethics, the place of natural law reasoning in Christian ethics, the relationship between the doctrine of justification and virtue ethics, the relationship between Christology and social ethics, and problems of ecumenism.
Prerequisite: THEO 133.

THEO 332. Old Testament Studies (3:3:0)
A general introduction to the Old Testament with special emphasis upon the historical setting, the literary forms, and the major theological concerns of the literature as a whole. Prerequisite: THEO 133.

THEO 333. New Testament Studies (3:3:0)
A general introduction to the New Testament with special emphasis upon the historical setting, the literary forms, and the major theological concerns of the literature as a whole. Prerequisite: THEO 133.

THEO 334. History of Religions (3:3:0)
An examination of the sacred as an element in the structure of consciousness in some representative cultures of the past and present, along with a study of the origins, development, doctrines, and practices of some of the most significant world religions such as Hinduism, Buddhism, Judaism, Christianity, and Islam. Prerequisite: THEO 133.

THEO 335. Ancient and Medieval Christian History (3:3:0)
A survey of the history of Christianity, with particular emphasis on the theological development of the Church, from the apostolic period to the eve of the sixteenth century Reformation. Prerequisite: THEO 133.

THEO 336. Reformation and Modern Christian History (3:3:0)
A history of Christianity, in both its Old and New World manifestations, from the Reformation to the present. Prerequisite: THEO 133.

THEO 337. Life and Writings of Martin Luther (3:3:0)
A study of the life, thought, and work of Martin Luther. Reading and discussion of Luther's influential writings. Prerequisite: THEO 133.

THEO 370. Applications and Methodologies of Youth Ministry (3:3:X)
A practical examination of methodological understandings, effective ministry among middle school youth, verbal and nonverbal communication skills, youth ministry and "the law," active listening skills, personal leadership styles, leadership development within youth, job interview skills and contract negotiations, and print and media resource assessment and acquisition. Prerequisite: THEO 234.

THEO 372. Interpretation: The Bible in Contemporary Contexts (3:3:0)
An examination of ways in which the Bible is interpreted in different settings, such as middle class America and various third world cultures, and an assessment of the impact of those interpretations on the church and on society. Required field trip to Texas/Mexico border region. Prerequisite: THEO 133.

THEO 373. Judaism (3:3:0)
A study of historical, cultural, and theological developments within Judaism, with special emphasis on twentieth-century experiences of anti-Semitism, the Holocaust, the nation Israel, religious pluralism, and Jewish-Christian dialogue. Prerequisite: THEO 133.

THEO 374. Hispanic/Latino Theologies (3:3:0)
This course provides an introduction to theologies that are being developed by Hispanic theologians in the United States. Authors from a variety of Christian theological perspectives will be read as they address issues of historical and contemporary context, theology, biblical interpretation and ministry. Prerequisite: THEO 133.

THEO 379. Special Topic (3:3:0)
May be repeated for credit when the topics are changed. Offered on demand and subject to availability of staff. Prerequisite: THEO 133.

THEO 410, 420, 430. Independent Study (X:X:X)
Designed for students wishing to pursue a special research topic in theology under departmental supervision. Subject to approval of instructor and department chairperson.

THEO 419, 429, 439. Internship in Religious Education, Social Ministry, Field Work (X:X:X)
An individually designed practical experience course in the methods and problems of professional staff workers in the church. The course will usually be conducted as a laboratory course and will be primarily in-service training. The number of credit hours will be determined by the range and scope of the project, but could vary from one credit for a small project to three credits per semester for an internship. This course can be taken only after consultation with the chair of the department and submission of an acceptable project proposal. May be repeated for credit, up to a total of six semester hours.

THEO 431. Confessing the Faith: Then and Now (3:3:0)
An historical and theological study of the three Ecumenical Creeds and the Lutheran Confessions, with a view to understanding them in their originating contexts and in today's world. Prerequisite: six hours of theology.

THEO 433. New Testament Theologies (3:3:0)
An investigation of the message of the New Testament in the light of contemporary scholarship. Special attention is given to the Christological significance of the kerygma. Prerequisite: THEO 333.

THEO 434. Senior Seminar (3:X:0)
The capstone course to help theology majors integrate and explore the vocational implications of what they have learned in theology through a course structured around the subdisciplines of biblical studies, church history, systematic theology, 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. Offered every spring.

THEO 437. Contemporary Theologies (3:3:0)
An introduction to current religious thought through a study of the nature of the theological task today, representative theologies, theologians and their historical roots. Since this course reflects current theological issues, specific content may vary from year to year. Prerequisite: six hours of theology.

THEO 439A, 439B. Internship in Youth Ministry (3:X:X)
Full-time internship with stipend and with an experienced supervisor in a congregation, a church-affiliated camp, a judicatory office or a specialized youth ministry program. Will include reading assignments, a student journal, an 8-12 page evaluation of the learning experience by the student, and an evaluation by the supervisor. Prerequisite: THEO 234, 370 and consent of instructor.

WOMEN'S STUDIES

The Women's Studies minor is designed to introduce students to the study of gender as a social construct. The minor provides an opportunity for focusing study in many disciplines around the general topic of women's and/or gender issues. Students who choose this minor will address these topics through their particular fields of interest.

Minor in Women's Studies: 18 hours, including WS 131; HIST 272; POL/PHIL 335; SOC 373; six hours from the following: relevant topics courses cross-listed with women's studies, other departmental offerings focused largely on women's and/or gender issues, WS 430 or WS 439.

WS 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.

WS 410, 420, 430. Independent Study (X:X:X)
Designed for students wishing to pursue a special research topic in women's studies. Subject to approval of instructor and program chairperson.

WS 419, 429, 439. Internship in Women's Studies (X:X:X)
Opportunity to work in an appropriate setting under close supervision. Subject to approval of instructor and program chairperson.

V
Academic Requirements

While the academic program at Texas Lutheran University is designed to provide students with a well-rounded education in the liberal arts and sciences, it simultaneously creates an atmosphere for realistic application in today's fast-paced world and competitive society. Thus whether a student desires direct employment after graduation or plans to attend graduate school, the academic foundation at Texas Lutheran serves to strengthen those personal goals. Diverse student 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 23 academic areas, any one of which will assist the student in developing personal goals on the undergraduate level and provide a foundation for plans leading to graduation and beyond.

Teacher Education Program. Texas Lutheran University students may also pursue an academic program that prepares them to be certified to teach in Texas public schools on the elementary, middle school, or secondary level. Students in this program study in an academic area of their choice and participate in an extensive student teaching program during their senior year.

Professional and Pre-Professional Programs. Another large group of Texas Lutheran University students pursues professional studies programs, such as business administration. The university also has strong two or four-year 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, nursing, veterinary medicine, occupational therapy, physical therapy and the ministry. Please contact the TLU Health Professions Advisory Committee if you desire information about health-related pre-professional programs not listed in the TLU catalog.

GRADUATION REQUIREMENTS

At Texas Lutheran University students may receive one of four degrees: the bachelor of arts, the bachelor of music, the bachelor of science, and the bachelor of business administration. (The B.S. in accounting may not be earned separately, but only in conjunction with the B.B.A. degree in business administration with a professional concentration in accounting.)

GENERAL REQUIREMENTS

All Bachelor's Degrees:

A. Coursework in five areas is required. These five areas and their approximate credit hour amounts are:
   1. Foundations of Liberal Education . . . . . 12 semester hours
   2. The Major . . . . . 24-60* semester hours
   3. Supporting Courses . . . . . 0-42* semester hours
   4. Dimensions of Liberal Education . . . . . 36 semester hours
   5. Electives . . . . . 0-25 semester hours

   *See specific requirements for each degree in this section.

B. A minimum of 124 semester hours is required for graduation from Texas Lutheran University.

C. A minimum of 30 semester hours must be upper division (junior or senior level) coursework.

D. A student must pass all courses and earn a minimum grade point average of 2.0 (on a 4.0 scale) for all courses that are to count toward the fulfillment of the major area requirement. Twelve of these semester hours must be upper division, at least nine of which must be earned at Texas Lutheran University.

E. A minimum of 33 semester hours of work must be earned through Texas Lutheran University including the final 24 hours. Graduating seniors may, however, complete any remaining semester hours at a regionally accredited college or university on the following conditions:
   1. They must have been in residence at Texas Lutheran University for a period of two semesters.
   2. They must apply for and receive approval for the work in advance from the appropriate department chair or dean, or from the AAA for general education curriculum coursework. 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. Additional credits earned would be in excess and not creditable toward degree requirements.

H. Catalog Selection: A student may obtain a degree from Texas Lutheran University according to the requirements of the catalog current at the time of his/her entrance to the university or the requirements of the catalog governing any subsequent year in which the student is registered. Generally, requirements must be met within six years of the catalog issue date.

Bachelor of Arts

The specific requirements of individual majors leading to the Bachelor of Arts degree vary widely. As a rule, however, majors leading to the B.A. degree fit the following parameters:

- Students must complete between 24 and 54 semester hours in coursework within the major.
- Students must complete between six and 42 semester hours in supporting courses.
- Students must meet all general requirements for graduation.

Bachelor of Science

The Bachelor of Science degree may be earned only by those students who choose accounting, biology, chemistry, computer science, kinesiology, mathematics, or psychology as their area of major study.

The Bachelor of Science degree in accounting is an optional concurrent degree for students seeking the B.B.A. degree in business administration with a specialization in accounting, particularly those who wish to prepare themselves for certification as Certified Public Accountants. The B.S. degree in accounting requires an additional 30 hours of coursework in addition to the B.B.A. degree. Students contemplating the pursuit of the B.S. in accounting should confer with their academic advisor to ensure timely review and approval of the coursework required beyond the B.B.A. degree.

Majors leading to the B.S. degree must meet the following semester hour requirements in successful coursework:

- Students must complete between 34 and 45 semester hours in coursework within the major.
- Students must complete between 24 and 30 semester hours in supporting courses.
- Students must meet all general requirements for graduation.

Bachelor of Music

Majors leading to the Bachelor of Music degree must meet the following semester hour requirements in successful coursework:

- Students must complete 60 semester hours in coursework within the major.
- No additional supporting courses are required.
- Students must meet all general requirements for graduation.

Bachelor of Business Administration

The Bachelor of Business Administration degree may be earned only by students majoring in business administration with a specialization in one of six areas.

To qualify for the B.B.A. degree:

- Students must complete between 45 and 51 hours in coursework within the major.
- Students must complete 24 hours in supporting courses.
- Students must meet all general requirements for graduation.

IT IS THE RESPONSIBILITY OF THE STUDENT TO FULFILL ALL DEGREE REQUIREMENTS.

GENERAL COURSE REQUIREMENTS

General requirements for the specific areas of coursework found in most degree requirements are listed below.

Foundations of Liberal Education (12 semester hours)

Certain capabilities and understandings are essential to the study of the arts and sciences. Specific courses required of all students are therefore appropriate. Most important is strengthening students in their ability to think, write, read, compute, speak and listen effectively and appropriately. The following 12 hours are required:

- FE 134 Exploring the Arts & Sciences. By addressing the perspectives and methods of different disciplines of inquiry, FE 134 orients students to the nature of learning in the liberal arts tradition. This course is required of all students except transfer students entering with 48 or more hours or transfer students who have nine semester hours from the following: introductory courses in philosophy/psychology/sociology; art or music appreciation; history; or literature.
- COMP 131-132 English Composition & Communication I and II. The English Composition and Communication sequence is meant to meet the need of students for work on written and oral communication skills. This two-course sequence (COMP 131-132) helps to fulfill the TLU Goal for Graduates of being able to "write clearly and coherently, speak effectively, and listen with care and openness."
- MATH – three hours mathematics to include MATH 130, 133 or any higher level math or statistics course. Mathematical skill is essential to being an educated person in the twenty-first century. It is foundational to other disciplines, especially the sciences. Taking a course in mathematics helps students to meet the TLU goal that as graduates they should be able to "use basic mathematical skills and know the appropriateness of quantitative methods." All students are required to take a minimum of three semester hours of mathematics.

The Major (24-60 semester hours)

Work done in a major area permits a student to inquire in depth into a subject and to acquire relative mastery of one specific area of knowledge. These 28 major areas are grouped into the following three colleges:

College of Arts and Sciences

Applied Science
Art
* Biology
Chemistry
Communication Studies
Computer Science
Dramatic Media

* English Studies
* History
  Information Systems
  International Studies (Collateral Major)
* Mathematics
  Philosophy
  Physics
  *Political Science
  Psychology
* Sociology
  Spanish Studies
* Theology

<u>*College of Professional Studies*</u>

  Accounting (joint major with Business Administration)
  Athletic Training
* Business Administration
  Economics
* Kinesiology
* Multidisciplinary Studies
* Music

**Several concentrations/specializations available.*

The work required for each major is listed under the various program listings in the "Courses of Study" section of this catalog.

<u>Supporting Courses for the Major (0-42 semester hours)</u>

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.

<u>The Minor (18-23 semester hours)</u>

As an optional part of the curriculum, the university offers academic minors, which may be interdisciplinary or based in one department. The general requirements include a minimum of 18 semester hours to be completed with at least a "C" (2.0 grade point average). Additionally, the student will present a minimum of six semester hours upper-division and six semester hours in residence. A student pursuing a secondary education course of study may earn a minor in his/her second teaching field provided he/she meets all requirements listed above. Minors are available in the following subjects:

African-American Studies
Art
Biology
Business Administration
Business of Science
Chemistry
Communication Studies
Computer Science
Criminal Justice
Dramatic Media
Economics
English Studies
Environmental Science
Environmental Studies
French Studies
Geography
Greek Studies
Hebrew Studies
History
International Studies
Mathematics
Mexican-American Studies
Music
Philosophy
Physics
Political Science
Psychology
Public Relations
Sociology
Spanish Studies
Theology
Women's Studies

Specific requirements for each minor are listed under the various disciplines in the "Courses of Study" section of this catalog.

Dimensions of Liberal Education (36 semester hours)

The dimensions courses provide students with a breadth of perspectives in their education. Again, the first TLU Goal for Graduates is about the achievement of "a breadth of knowledge in the arts, humanities, natural sciences, and social sciences." Along with the traditional divisions of arts, humanities, natural sciences and social sciences, there is also a course requirement in cross-cultural understanding, helping to fulfill the goal of "an awareness of and respect for diverse religions, cultures, and viewpoints." Also supporting the goal of achieving "an understanding of the Christian faith and tradition," is a two-course requirement in theology as the Theological Dimension. As well, the Personal Well-Being Dimension encourages the desire "to cultivate physical and psychological health and well-being."

Students must fulfill requirements in the following dimensions:

- The Arts (6 semester hours)
- The Humanities (6 semester hours)
- The Natural Sciences (6 semester hours)
- The Social Sciences (6 semester hours)
- The Cross-Cultural Dimension (3 semester hours)
- The Theological Dimension (6 semester hours)
- The Dimension of Personal Well-Being (3 semester hours)

Specifics for each dimension are listed below:

A. The Arts (six hours)
   Six hours from Art, Dramatic Media or Music.
B. The Humanities (six hours)
   Six hours from Classical Studies, Geography, History, Literature (including modern language literature courses), Philosophy or Women's Studies. No more than three hours in any one discipline may count in this dimension.

C. The Natural Sciences (six hours)
   Six hours from Biology, Environmental Science, Chemistry, or Physics. At least three hours in this dimension must be a laboratory course.
D. The Social Sciences (six hours)
   Six hours from Economics, Political Science, Psychology, Sociology. No more than three hours in any one discipline may count in this dimension
E. The Cross-Cultural Dimension (three hours)
   Three hours in Modern Languages. This requirement can also be met by three years of high school language study or one semester of study abroad. This requirement is waived for international students.
F. The Theological Dimension (six hours)
   Six hours from Theology.
G. The Dimension of Personal Well-Being (three hours)
   A total of three hours from: ID 211, 212, KIN 121, PSY 120, Kinesiology activity courses. At least one hour of activity courses must be taken and at least one hour from ID 211, 212, KIN 121, or PSY 120.
H. Students may use one interdisciplinary course of three credit hours (ex. ID 231) to fulfill up to three hours of one of the dimensions requirements. Such ID courses have their dimensions option specified in the course schedule.

Additional Requirements

1. Writing-Intensive course. All students must take one upper-division writing-intensive course of three semester hours. Writing intensive courses are normally taken in the student's major and are so designated it the TLU catalog and course schedule.
2. Ethics-Focused course. All students must take one course of three semester hours credit either in ethics (PHIL 231, 331, 333, or THEO 331) or a course in any discipline having an ethics focus and so designated in the TLU catalog and course schedule.
3. Senior Capstone course. All students must take a senior capstone course as a seminar or practicum course (2 or more credit hours) in their major or a related major discipline. This course will reveal the student's achievement in the discipline. The course will also include reflection on how one's involvement in this discipline and an associated vocation can contribute to the betterment of humanity and the world and how one's leadership potential can best be realized here.

IT IS THE RESPONSIBILITY OF THE STUDENT TO FULFILL ALL DEGREE REQUIREMENTS.

SECOND BACCALAUREATE DEGREE REQUIREMENTS

In the event a student wishes to pursue a second baccalaureate degree at Texas Lutheran, requirements will be met in the major and supporting courses only (with the exception of six semester hours of theology which are required). A student must complete a minimum of 33 semester hours in residence beyond the coursework applied to the first degree completion.

GRADUATION WITH HONORS

To be recognized as an honor graduate, the student must achieve the following cumulative grade point average:

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 cumulative grade point average of at least 45 hours of coursework at Texas Lutheran University. (Students with less than 45 hours in residence at Texas Lutheran are not eligible for graduation with honors.)

Procedures for graduation, including the application process, are listed in the "Academic Procedures" section of this catalog.

VI
Academic Procedures

The following procedures and policies ensure that the student receives the best possible education. The provost is the official representative of Texas Lutheran University in matters pertaining to the scholastic life of the student body. Regulations made by the provost in addition to, in abrogation of, or in the interpretation of the following procedures and policies have the same force as the policies themselves. In case of discrepancy between the TLU catalog and other publications or academic information provided by any staff or faculty member other than the provost, the catalog takes precedence.

REGISTRATION PROCEDURE

Completion of registration is regarded as a student pledge to comply with university regulations. An officially registered student is one who has submitted course selections on the registration form, obtained the necessary approvals, and has settled all charges with the Business Office. All students are expected to register on the days specified in the academic calendar. Although students may register for a short period after the semester begins, registration is encouraged at the regularly scheduled time. Late registrants are subject to an additional fee. No student will be allowed to register after the first week of classes. The registration process includes the following steps:

ACADEMIC ADVISING

Each student is assigned a faculty academic advisor prior to registration. Normally a professor is chosen from the student's area of interest. The advisor assists the student in structuring a satisfactory course schedule each semester, and is also available for general guidance and counseling. Students are encouraged to arrange a regular schedule of meetings with their advisors throughout the semester.

REGISTRATION

For students currently enrolled, registration for the next term takes place during the period specified in the registration instructions. Freshmen and transfer students may register in the summer at a Bulldog Basics session scheduled by the Office of Admissions.

CONFIRMATION OF REGISTRATION

Registered students must confirm their registration at the beginning of each semester and must complete financial arrangements. Students who do not confirm their registration on the designated day will have their schedules deleted.

SCHEDULE CHANGES

A student may add a course with the approval of the advisor only during the first week of classes (only during the first day of classes for summer sessions). A student may drop a course during this period without the course appearing on the student's record.

A student may drop or withdraw from a course without a grade (W) during the first 10 weeks of a semester or during the first week of a summer session. Courses can be dropped only with the approval of the advisor and the instructor. The schedule change becomes effective on the day that the approved schedule change form is filed with the Office of Registration and Records. There is a charge for adding or withdrawing from a course.

WITHDRAWAL FROM THE UNIVERSITY

A student who finds it necessary to withdraw entirely from Texas Lutheran University must file a completed withdrawal form with the Office of Registration and Records. The procedure requires the student to meet with his or her academic advisor as well as various administrative offices. Any student withdrawing without following the appropriate procedure is subject to a grade of "F" in each course.

A student who withdraws from Texas Lutheran University according to the correct withdrawal procedure after the tenth week of the semester or after the first week of the summer session shall receive course grades of "WP" (withdrew passing) or "WF" (withdrew failing), as determined by the instructor.

READMISSION TO THE UNIVERSITY

Readmission for students who withdraw from Texas Lutheran University is not automatic. The procedure for seeking readmission depends on the student's academic status at the time of withdrawal.

A student who was in good academic standing when he/she withdrew from the university must file an application for reinstatement at least one week prior to the beginning of the semester or term. Applications are available in the Office of Registration and Records or on-line.

A student who was on academic probation when he/she withdrew from the university must submit an application for readmission to the Admissions, Advising, and Academic Standards (AAA) Committee through the Office of Registration and Records. The AAA Committee will review the application, the previous work at Texas Lutheran University, activities since leaving the university, and prospects for the successful completion of a program. The committee then decides whether the student will be readmitted.

A student who was suspended for academic reasons is eligible to apply for readmission after the designated suspension period. The student must submit an application for readmission to the AAA Committee through the Office of Registration and Records. The committee will decide whether the student will be readmitted based upon the application, the previous work at Texas Lutheran University, activities since the suspension, and prospects for the successful completion of a program of study.

CLASSIFICATION OF STUDENTS

REGULAR STUDENTS

Regular students are those who have met all admissions requirements and are degree-seeking. Regular students may be full-time or part-time (registered for fewer than 12 semester-hours credit). Regular students are classified according to the number of semester hours of college credit earned. (This number does not include the hours in which the student is currently enrolled.)

Freshman . . . . . .= 0-26 hours
Sophomore . . . . . .= 27-59 hours
Junior . . . . . .= 60-89 hours
Senior . . . . . .= 90+ hours

SPECIAL STUDENTS

Special students are those who either have not fulfilled all admission requirements or are not degree-seeking. Special students are not eligible for financial aid or for on-campus housing. Special students may attempt a maximum of twelve semester hours as a special student. After attempting 12 hours, the student must apply for regular admission and must meet all regular admission requirements.

DUAL PARTICIPATION STUDENTS

High achieving high school seniors from local high schools are offered the opportunity to enroll in selected college-level courses to earn college credit. Questions about this program should be directed to the high school's counselor or the admissions office at Texas Lutheran University.

CLASS ATTENDANCE

Students are expected to attend all regularly scheduled classes, laboratories, studios, rehearsals, etc. for which they are registered. During the first week of class, each instructor will provide a written syllabus containing a statement of the instructor's policies concerning student attendance, including penalties for non-attendance. Students are responsible for being familiar with the attendance policy for each course in which they are enrolled. In the event of excessive student absence from a course, the student's grade may be lowered or the instructor may drop the student from the course with a failing grade (DF). A written notice of the instructor's intent to drop a student failing from a class will be sent to the student and the student's academic advisor five days prior to the instructor drop-failing the student. If this notice is received prior to the last day to drop a class, the student has the opportunity to withdraw from the course before the DF takes effect. A "W" grade will be reflected on the transcript if the student takes such action. If the number of absences that trigger the DF are accumulated after the "last day to drop a course," the grade of DF will be entered immediately.

ATHLETIC- AND PERFORMANCE-RELATED ABSENCES

Students who are absent from classes because they officially represent the University in such sponsored activities as intercollegiate athletics, performance tours and events, and other university-sponsored activities (including Krost Symposium and student participation in regional/national seminars) will be excused from classes under the following conditions:

- A student's absence from class does not excuse the student from any work missed during the absence. Students may not be penalized for such absences. The student and instructor will devise an appropriate substitute for missed work, classes, and examinations.
- The responsibility to make up work lies solely with the student who must discuss the missed assignments with the instructor as far in advance as possible.
- The names of students who will miss class to represent the University will be sent to their instructors by their sponsor or coach as far in advance as possible of the class to be missed. This list should include departure time or reporting time and estimated return time.
- Every attempt will be made to schedule travel that will have the least conflict with students' class schedules. Athletic contests, other than mandatory play-off games, and performance tours or events will not be scheduled during final exams.

CLASS BEHAVIOR

Students are expected to behave in a manner that is conducive to the learning environment for each class. Individual faculty may have specific behavioral guidelines for classroom conduct on their syllabi. Disruptive behavior will result in the student being dropped from the course with a grade of W. The faculty member must have the department chair or dean sign (or approve) the withdrawal form and submit the form to the Office of Registration and Records. The student will be notified by the Office of Registration and Records that they have been dropped from the class and may no longer attend.

SCHOLASTIC LOAD

The semester-hour credit system is used at Texas Lutheran University with a normal academic load of 15 hours each semester. For entering freshmen, with a predicted grade point average below 2.7, the maximum academic load is 16 semester hours.

The maximum academic load is 17 semester hours. A student may, however, register for a greater load than 17 hours if the student achieved a 3.00 GPA in the previous semester.

Education majors are limited to 12 semester hours during their student teaching semester. Students on academic probation are limited to a load of 13 semester hours.

The maximum load for a summer session is seven semester hours per session.

GRADES, GRADE REPORTS AND GRADE POINTS

The following letters are used in the TLU grading system:

		Quality Points Used to determine GPA
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing	1
F	Failure	0
DF	Drop-failed by instructor	0
I	Incomplete	0
CR	Credit	0
NC	Non-credit	0

AU	Audit	0
W	Withdrew	0
WP	Withdrew passing	0
WF	Withdrew failing	0

A course grade of "I" must be changed by the instructor to a letter grade within sixty days. An incomplete grade contract must be signed by the student and the faculty member. An incomplete grade cannot be given without the completed contract. The contract must include the following items:

1. The requirements remaining to be completed (for example one final exam or one 5-page paper, etc.)
2. The grade for the course if the student does not complete the coursework.
3. The time allowed to complete the coursework is determined by the faculty member (a maximum of 60 days is permitted).

The contract must be signed by the department chair of the faculty member (the dean will sign if the faculty member is a department chair).

Students who withdraw from the university by the tenth week of the semester will receive a grade of W (withdrew); those who withdraw after the tenth week of the semester will receive grades of WP (withdrew passing) or WF (withdrew failing). For GPA computation, WF is equal to an F.

Quality of work or grade point average is based on the 4.0-point system (four grade points for each credit hour of "A" grade; three for each credit hour of "B" grade, etc.). The cumulative grade point average (GPA) is computed by dividing the total grade points by the total semester hours attempted or registered for at Texas Lutheran University. The GPA is based only on grades for work at TLU; it does not include credit hours or grade points for work transferred from other institutions.

Grades are issued from the Office of Registration and Records within five working days after the end of the semester. Grade reports are mailed to the student's permanent address unless otherwise specified by the student. 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.

REPEATING COURSES

A student may repeat a course at Texas Lutheran University. The official grade is the last one made and is the grade which is used to compute the student's grade point average. Credit for a course at another institution is acceptable in transfer; however, only the grade earned at Texas Lutheran University continues to be computed into the student's grade point average. Repeating work by correspondence is discouraged.

GRADE CHANGES

Grade changes must be submitted by the faculty member no later than the close of the long semester immediately following the term in which the incorrect or disputed grade was given. It is the responsibility of the student to contact the instructor if the student feels an error has been made. If the instructor finds an error has occurred, the instructor must submit the grade change with rationale to the Admissions, Advising, and Academic Standards (AAA) committee.

If the student and the instructor cannot come to agreement on the grade (i.e., if the instructor will not submit a grade change), the student may submit to the AAA Committee a written request for a review of the disputed grade. The student must prepare a written statement as to why he/she believes the grade to be incorrect. The faculty member will also prepare a written response. The AAA committee will consider both submissions and make a decision.

Students not enrolled at Texas Lutheran University during the long semester immediately following the term for which the incorrect/disputed grade was received have one year in which to contact the faculty member and initiate a review of the grade. The faculty member must respond in writing to the student (with a copy to the AAA committee) stating whether a grade change will or will not be submitted.

TRANSFER CREDIT

Credit from another regionally accredited institution is normally accepted at face value. Transfer work from institutions in candidacy status with a regional accrediting body who are later granted accreditation will normally be accepted 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 Texas Lutheran.

A maximum of 68 semester hours may be transferred from a junior or community college. Once the student attains junior classification, further transfer work from a junior college may be limited to 6-8 semester hours.

FE 134 is required of all students except those who transfer with 48 or more hours or who transfer in nine hours from: intro to philosophy/psychology/sociology; art/music appreciation; history; or literature.

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 director of registration and records.

CREDIT/NO CREDIT COURSEWORK

Students have the option in some courses to choose credit/no credit or regular "A-F" grades. Once the registration for the course is completed, the student may not change from credit/no credit to graded or vice versa.

AUDIT OF ACADEMIC COURSES

A student may audit (AU) a course with the approval of the instructor. The student will earn no credit and receive no grade, and will not be required to complete assignments or take examinations. The student may not claim credit or challenge the course for credit at a later date. Adequate attendance for recording of AU on the student's permanent record must be verified by the instructor. There is a fee for auditing courses. A change from audit to credit or credit to audit must be made by the last day to add a class for that semester.

ACADEMIC STANDING

A student admitted to Texas Lutheran University is assumed to have the ability, the preparation, and the motivation to make satisfactory progress toward a degree. Some students, however, do not make the progress expected of them. Students not achieving minimum standards of progress are notified, offered academic counseling, and given the opportunity to improve their work. Should suitable progress not be shown, they will be dismissed.

Minimum standards of progress are expressed in terms of a cumulative grade point average. The regulations regarding academic deficiency are designed to provide adequate warning and information to students who fall below the 2.0 cumulative grade average, the minimum required for graduation from Texas Lutheran University.

GOOD STANDING

To be in good academic standing, a freshman student must have a cumulative grade point average of 1.80 or higher. Upon attaining sophomore classification (27 hours), the student must have a cumulative grade point average of 2.0. Students who fall below these requirements are placed on academic probation.

ACADEMIC HONORS: DEAN'S LIST / PROVOST'S LIST

Dean's and Provost's Lists recognize full-time students (12 or more graded hours) who have successfully completed a full load of semester credits with the requisite grade point average (3.5-3.99 for Dean's List; 4.0 for Provost's List). Students who receive incomplete grades do not qualify for such recognition in that semester.

ACADEMIC WARNING

A student whose semester GPA falls below 2.0, but whose cumulative GPA is at least 2.0, will receive an academic warning from the director of registration and records. 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 (including 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.

Students on academic probation are limited to 13 semester hours per term, prohibited from participating in co-curricular activities (including intercollegiate athletics, fraternity/sorority activities and student government) and may lose some or all financial aid.

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 (including the summer, if enrolled) on probation.

The first suspension is for one long semester. A second suspension is for one year.

These regulations also apply to any student who is admitted to Texas Lutheran University on academic probation.

Students on academic suspension from Texas Lutheran University generally are not eligible to present credits earned at another institution during the period of suspension for transfer credit upon their return to TLU.

For students using VA educational benefits, see the section on Veterans Affairs for additional satisfactory progress requirements.

ACADEMIC DISMISSAL

Students who receive a third academic suspension will be academically dismissed from the university. Students who receive an academic dismissal may not return to Texas Lutheran University.

APPEAL PROCEDURES

Students who are academically suspended from TLU may appeal their suspension to the Admissions, Advising and Academic Standards (AAA) Committee, whose decision is final. The appeal should detail the reasons for thinking the circumstances of the case warrant special consideration. The appeal must be filed no later than two weeks prior to registration for the following semester. The appeal will be reviewed by at least three members of the AAA Committee. If the appeal is denied, one semester must elapse before students suspended for the first time may apply for readmission; one year if the student has been previously suspended. A third suspension will constitute academic dismissal. Requests for readmission from students who left TLU on academic probation or who were suspended are also considered by the AAA Committee.

PERMANENT RECORDS

TRANSCRIPTS

A permanent record of each student's credits, grades, and academic status is kept in the Office of Registration and Records. Access to this record is governed by the Family Educational Rights and Privacy Act of 1974, as amended. Transcripts of the official record will be issued by the Office of Registration and Records only upon the receipt of a signed request by the student or alumnus.

The first official transcript is issued without charge; a fee of $5.00 is charged for each additional copy of the transcript. An additional fee is charged if the transcript must be faxed.

No official transcripts will be issued for students whose financial account with the University is delinquent.

ACCESS TO RECORDS

Texas Lutheran University complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). This Act is designed to protect the privacy of students' educational records and to establish students' rights to review and inspect records. The policy permits disclosure of educational records under certain limited circumstances to the public or to a third party and routine disclosure, at the university's discretion, of information referred to as directory information: name, address, phone number, photo, major, participation in sports, awards and honors, height, weight, degrees, dates of attendance, campus e-mail address, photographic/videotaped images and previous colleges attended. A

student has the right to prevent the disclosure of directory information by filing a request for non-disclosure in the Office of Registration and Records. Such a request is valid for the current academic semester only and must be submitted by the 12th class day of the semester or its equivalent in shorter terms. Questions concerning the Family Educational Rights and Privacy Act should be referred to the director of registration and records or the dean of student life and learning.

FINAL EXAMINATIONS

Final examinations are given at the close of each semester at the times specified in the university schedule of classes. A student with three finals scheduled on one day may request an adjustment in his or her final schedule by making application to the Office of Registration and Records at least three weeks prior to the start of final exams.

PROCEDURE TO GRADUATE

1) A student planning to graduate from Texas Lutheran University should make a commitment to a course of study by the beginning of the junior year. Following the completion of 60 hours of credit, a student may register or advance register for only one more semester before a degree plan must be on file. The student's degree plan is approved by the chair of the department, the academic advisor and the director of registration and records. The original is kept on file at the Office of Registration and Records and copies are sent to the academic advisor and to the student. If a change in the degree plan is later necessary, a substitution form must be filed or a new degree plan submitted.
2) A formal diploma application must be submitted to the Office of Registration and Records in the semester prior (Fall semester for prospective May graduates and Spring semester for prospective August and December graduates) to which the student plans to graduate.
3) Students must have completed all degree requirements in order to graduate and may not have any incomplete or in progress grades on their transcript. TLU confers diplomas in summer, but there is no summer graduation ceremony. Summer graduates may participate in the December or May ceremony following their graduation.
4) The student is responsible for fulfilling the degree requirements for a particular degree as outlined in the catalog under which the student is graduating and to register in accordance therewith.

PROCEDURES FOR STUDENTS WITH DISABILITIES

The mission statement of Texas Lutheran University affirms the university's long-standing commitment to serve a diversified community. Included in this commitment are ongoing efforts to make the learning resources and physical facilities of the university accessible to students with disabilities. In accordance with the terms of the Americans with Disabilities Act of 1990 (A.D.A.), Texas Lutheran University provides reasonable accommodations for students with physical/medical and/or learning disabilities, and/or psychological disabilities. A request for reasonable accommodations should be initiated in the office of the A.D.A. coordinator, Beck College Center 213.

Most classroom buildings, residence halls, the administration building, and the library have access ramps, and some have elevators. A limited number of parking spaces for students with disabilities are reserved throughout the campus. Where feasible, facilities and programs will be modified to meet the reasonable needs of the student.

It is the right and the responsibility of the individual student to request accommodations and to provide professional documentation of the disability. Documentation requirements are:

Learning Disabilities

1. Testing must be current and the assessment instruments used must be appropriate for an adult population.
2. Testing must be comprehensive and include aptitude, achievement and information processing.
3. There must be a clear and specific evidence of a learning disability.
4. Test scores/data must be included.
5. Qualified professionals must administer tests.
6. Licensed diagnosticians or licensed psychologists must submit the diagnostic reports with dates of the testing included.

Attention-Deficit Disorder

Assessment must be current, preferably within the last three years, and should include the following:

1. The exact DSM-IV diagnosis
2. A list of the questionnaires, interviews and observations used to identify the ADD behaviors. A summary should include information regarding the onset, longevity and severity of the symptoms.
3. A complete psycho-educational evaluation, including a cognitive assessment with a report of raw data and its interpretation.
4. Information concerning the impact of the ADD on the educational setting, including functional limitations.
5. Medication history and current recommendations regarding medication.
6. A list of appropriate accommodations.
7. Information concerning comorbidity.

Psychological/Medical Disabilities

Assessment must have taken place within the past six months and the following information is required from the attending physician:

1. The exact DSM-IV/ICD-10-CM diagnosis
2. A summary report that includes information regarding the onset, longevity and severity of the symptoms.
3. Information concerning the impact of the symptoms on the educational setting, including functional limitations.
4. Medication history and current recommendations regarding medication.
5. A list of suggested accommodations.

Once the disability has been documented, and eligibility for accommodations has been determined, typical accommodations and the classes for which the student is requesting them are discussed between the A.D.A. coordinator and the student. The typical accommodations are noted on a Determination of Reasonable Accommodations form. The student then meets with his/her academic advisor to review suggested accommodations and to acknowledge the student's responsibilities. The student then meets individually with instructors to determine which accommodations are reasonable and appropriate for each specific class. The student is expected to maintain close contact with his/her academic advisor throughout the semester or summer school session to ensure that agreed-upon accommodations are effectively carried out.

Note: The student is responsible for initiating this procedure each semester or summer school session.

Students with disabilities who are enrolled or who plan to enroll at Texas Lutheran University are eligible for admission and for financial aid programs on the same basis as students without disabilities. Additional assistance may be available from the Texas Rehabilitation Commission, 1100 North Camp Street, Seguin, Texas 78155.

Appeals Procedure

Appeals regarding A.D.A. accommodations should be made in writing and addressed to:

A.D.A. Coordinator
830-372-8009
Texas Lutheran University
1000 West Court Street
Seguin, Texas 78155

If the appeal is filed during the summer session or if it involves the A.D.A. coordinator, it should be filed with:

Dean of Student Life and Learning
830-372-8060
Texas Lutheran University
1000 West Court Street
Seguin, Texas 78155

Within 15 calendar days after the receipt of the appeal, the A.D.A. coordinator or the dean of students will meet with the student and with other university officials as appropriate to discuss possible resolutions. A response in writing will be given within 15 days.

If the response by the A.D.A. coordinator or the dean of students does not satisfactorily resolve the issue, the student may appeal the decision within 15 days to the Admissions, Advising and Academic Standards Committee.

The AAA Committee will review the appeal and may, at its discretion, meet with the student. The committee will then provide a written recommendation to the executive vice-president and provost for final action.

VII
Special Programs

SPECIAL ACADEMIC PROGRAMS

THE CENTER FOR WOMEN'S STUDIES

The center's principal goals are to support the academic interests of the Texas Lutheran University community, to provide informal support and referral networks for students, faculty and staff, and to enhance awareness of women's issues across the campus and in the community. To fulfill these goals the center sponsors both formal and informal programs on a wide variety of topics.

INTERNATIONAL EDUCATION PROGRAMS

To stimulate interest in international perspectives, and to heighten the global understanding of students, Texas Lutheran University sponsors several study abroad programs and hosts international students from various countries. The International Education staff advises students regarding the various study abroad programs, assists with the application procedures, and provides pre-departure orientation and post-return re-orientation class. For the incoming international students, the International Education staff provides an orientation to American life and 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.

The Texas Lutheran University International Education Program (IEP) has two objectives: to heighten international and global understanding of all students, and to provide a collateral major or minor to equip students for international careers. Students who choose an international studies collateral major also pursue a traditional disciplinary major, such as history, business administration, or Spanish. A student pursuing an international studies collateral major or minor is required to complete the following coursework:

1) **Global Perspectives (ID 231).** Students must take this one-semester interdisciplinary course that introduces them, regardless of field of study, to global issues, such as population, security, and human rights, as well as competing perspectives, such as Third World, free market, and nationalist. The course is team-taught by professors representing different academic disciplines of the university.
2) **Cross-Cultural Reflections (ID 214).** This course is for students recently returning from affiliated study abroad programs or international students studying at Texas Lutheran University. It is designed to help international

students adjust and American students re-adjust to American culture and to contextualize their international experiences. Themes will include, but not be limited to exploration of experiences before, during, and after study abroad, and the literature of cross-cultural experience will be consulted. It is required for students seeking the International Studies major or minor.

3) **Foreign Language Proficiency.** Students must demonstrate proficiency in a second language equivalent to two years of university study for the major, one year of university study for the minor. The language must be appropriate to the student's regional and topical choices (see below). Texas Lutheran University offers advanced study in Spanish and French.
4) **Regional Courses.** In consultation with their advisor and the faculty study abroad advisor, students select a geographical or cultural region in which the student has a special interest, such as Mesoamerica, the French-speaking world, the Pacific Rim, or the European Community. Two courses relating to the region selected are required.
5) **Topical Course.** In consultation with their advisor and the faculty study abroad advisor, students select a course in a topical area in which the student has a special interest, such as the global economy, human rights, or war and peace. Courses counted toward the regional coursework requirement (see above) may not be counted toward the topical area coursework requirement.
6) **Study Abroad.** Students are required to complete either one semester of study in a country appropriate to their regional concentration or a summer program (four weeks minimum) of appropriate study abroad in conjunction with a pre-departure orientation course or post-return related course. The IEP director has information pertaining to Texas Lutheran University-affiliated study abroad programs and can assist the student in applying for study abroad.

STUDY ABROAD

To stimulate interest in international perspectives, and to heighten the global understanding of students, Texas Lutheran University sponsors several study abroad programs. Programs and details change frequently. Students should consult the director of International Education Programs for the most current information.

In-house Programs A variety of periodic study abroad programs are offered through Texas Lutheran University. These are typically four to five week programs led by a TLU professor. These programs include:

Belize TLU offers a study program on tropical ecology in which students have the opportunity to study tropical and marine life forms in Belize.

Czech Republic TLU students earn credit in the Arts through this program based out of Prauge.

Mexico Texas Lutheran University offers summer language and culture study in Cuernavaca, Mexico, in affiliation with Augsburg College. The program includes homestays and field trips as well as intensive Spanish courses at the beginner, intermediate, and advanced level.

Augsburg College Texas Lutheran University is affiliated with Augsburg College's study center in Cuernavaca, Mexico. The center focuses on language and peace and justice issues, and includes homestays and travel to Central America. A similar program in Namibia, with travel to South Africa, is also available. The courses repeat each fall and spring semester.

Central College Texas Lutheran University is also affiliated with Central College's International Studies Program. Located in Iowa, Central College has one of the U.S.'s oldest liberal arts-oriented study abroad programs, combining language and regular coursework in major European capitals (London, Paris, Vienna) at some of their best universities. Central College also has programs in Wales, the Netherlands, China, taught in English, and Spanish programming in Spain and Mexico.

Ecuador Exchange Texas Lutheran University has an exchange agreement with Universidad San Francisco De Quito (USFQ) just outside Quito, the capital. USFQ is one of the first liberal arts universities in Latin America. Students can take a variety of courses taught in the Spanish language. USFQ also offers a summer program in the Galapagos Island for students interested in the marine environment, anthropology, and the interaction between local coastal communities and their environment.

ISEP Exchange The International Student Exchange Program, with which Texas Lutheran and hundreds of U.S. and foreign universities are affiliated, provides for exchanges between Texas Lutheran University and many foreign universities. A student remains enrolled in his or her home institution for purposes of tuition and fees. In recent years, Texas Lutheran University students have studied as ISEP students in many countries, among them Australia, Mexico, England, Hungary, Spain, and Sweden. Many of the ISEP schools have programs with courses taught in English. Some summer study is possible.

Kansai Gaidai Exchange Texas Lutheran University has an exchange agreement with Kansai Gaidai, a Japanese university near Osaka. Students take both courses in Japanese language and in Japanese culture, business, economics, and history – all of the latter being taught in English. This program is particularly well-suited for business and economics majors.

Some study abroad scholarships are offered, and many college loans are applicable to Texas Lutheran University-sponsored study abroad programs. For more information, contact the director of International Education.

INTERNSHIP PROGRAM

Texas Lutheran University recognizes the need for students in all majors to enhance their learning experiences by participating in internships - programs of part-time or full-time experience outside of the classroom that are closely related to the students' specific careers and academic interests. The Internship Program provides information, guidelines and support to students, faculty, and employers in order to insure opportunities for students to gain maximum benefits through internship participation.

KROST LIFE ENRICHMENT

Krost Life Enrichment Program received its first funding in 1977 by Dr. Frederick Elliott. After the first funding, others such as the Lily Johnson Foundation followed, which gave a stipend for the construction of the Krost Building. Generous donations have made it possible for students of Texas Lutheran to take part in an intellectual and physical application to life. The Krost Life Enrichment Program seeks to promote a whole person approach to life, which integrates the intellectual, spiritual, physical, and social well being of an individual. All students are urged to enroll in the program for a fitness evaluation, consisting of a graded exercise test to determine the fitness level and amount of body fat that exists. Counseling and planning sessions in which personal health practices, attitudes, and life objectives are explored follows the fitness evaluation and are incorporated into a wellness course. The Krost program also provides academic enrichment opportunities for students in departments through internships and work-study programs. These internships and programs are sponsored by Kelsey-Seybold Clinic, Baylor College of Medicine, NASA, and Texas Medical Center depending on the field that interests the student. These sponsors also support the Krost Symposium that is planned to foster intellectual inquiry with speakers of national and international stature. Going beyond Texas Lutheran, Krost Life Enrichment has supported the field of environmental science and the outdoor recreation program. Recently the Krost Program has also supported the Astronomy Club. The program also purchases student art at the TLU Student Art Show each year. The Krost program creates students at TLU that are more complete when they graduate and are more prosperous in the real world.

THE MEXICAN AMERICAN STUDIES CENTER

The Center for Mexican American Studies was established in 1971 to create new opportunities for service to the Mexican American community and to promote a greater understanding of the Mexican American experience. Academically anchored by the Mexican American Studies minor (see description in the "Course of Study" section) the Center also collaborates with other academic departments to provide a variety of courses that complement and enhance any major area of study by examining the Mexican American experience and the dynamics of interethnic relations.

To underscore its academic grounding, the Center for Mexican American Studies is housed in an academic building (Langner Hall 112) and provides a reading and study center, which allows students, staff, faculty, and community individuals to utilize a number of selected library materials (books, journals, magazines, videos, and audiotapes) on Mexican Americans. By providing computer services for students, staff, and faculty use, the Center extends its service-to-the-community role. As the principal place on campus where students from all backgrounds explore and practice Mexican American culture in a welcoming and appreciative environment, the Center is used as the home base for the Mexican American Students Association (MASA), a student group with an active, open-to-all membership on campus, and for the Latino Alumni and Friends Association (LAA).

WASHINGTON SEMESTER

The Washington semester is offered in political science, economic policy, or journalism. These programs allow a limited number of Texas Lutheran University students to enroll in a 16-semester hour curriculum at the American University in Washington, D.C. The curriculum, depending on the program, involves research, seminars, lectures, and on-site meetings with national decision-makers, journalists, and others involved in reporting or making national policy. An internship in an appropriate office, agency, or organization is included. The programs are open to juniors and seniors, regardless of major, who have taken the basic political science, economics, or communication studies courses (see "Course of Study" section), and who have a 2.75 cumulative grade point average.

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 Corp" 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 over 1,000 colleges and universities providing voluntary postsecondary education to members of the military throughout the world. As a SOC member, Texas Lutheran University recognizes the unique nature of the military lifestyle and has committed itself to easing the transfer of relevant course credits, providing flexible academic residency requirements, and crediting learning from appropriate military training. SOC has been developed jointly by educational representatives of each of the Armed Services, the Office of the Secretary of Defense and a consortium of 13 leading national higher education associations.

When making an evaluation of credentials, Texas Lutheran University considers the work from other colleges and universities, the Defense Activity for Non-traditional Educational Support, and service school experiences.

Military personnel are invited to participate in the academic program on the main campus under a plan that provides an opportunity for military persons to complete the requirements for a degree as a full-time student. The individual may select from a list of 26 major study areas. A program may be planned to extend from 4 to 12 months.

VETERANS AFFAIRS

Texas Lutheran University is approved to offer assistance to students using veterans' benefits for educational purposes. Students using these benefits must contact the VA certifying official (372-8045) in the Office of Registration and Records and provide the appropriate documentation to be certified for benefits. Students using VA benefits must complete an application for admission and are subject to admissions requirements as stated in the "Admissions" section of the catalog. Individuals attending Texas Lutheran University using their VA benefits are responsible for payment of tuition to Texas Lutheran University regardless of when or how they are paid by the Veterans Administration. When a student fails to maintain prescribed standards of progress, the VA will be informed. Students using VA benefits are subject to any disciplinary action outlined in the catalog.

When using Department of Veterans Affairs educational benefits, students must adhere to certain satisfactory progress standards in their academic program. Students must maintain a cumulative grade point average of 2.0 on a 4.0 scale to achieve satisfactory progress. Students who fail to achieve a cumulative grade point average of 2.0 will be notified that they are placing their education benefits in jeopardy. If a student achieves a semester grade point average of 2.0 or better during the next semester of enrollment, but has not achieved the required 2.0 cumulative grade point average, the student may continue for one more semester. Student who fail to achieve a 2.0 cumulative grade point average after two consecutive terms of enrollment will be reported to the Department of Veterans Affairs for unsatisfactory progress.

Veterans who have successfully completed basic training will be granted eight hours of credit (seven hours in kinesiology and one hour in political science) after providing satisfactory documentation to the Director of Registration and Records. Additional credit for other military training may also be available. Credit will be based on the ACE guide and will be awarded only when the training can be equated to courses that are currently in the university course listings and only when they apply toward the student's degree at Texas Lutheran University.

CAMPUS MINISTRY

Campus Ministry at Texas Lutheran University provides a focal point for the community of faith where people:

- Proclaim Christ in Word, Encounter Christ in Sacrament, and experience Christ in relationship.
- Place what they learn in conversation with what they believe and value.
- Witness to the reconciling Word of God in Christ, reaching out to all people.
- Respond to human need, work for peace and justice, and care for the sick and suffering.
- Find people in a supportive experience of community.
- Welcome one another warmly no matter what faith, tradition, nationality, race or denomination.
- Seek sensitive, personal and confidential pastoral care.
- Join in praise and worship, exploring the rich liturgical Christian worship tradition.

Active Campus Ministry groups include The Campus Congregation, The Catholic Student Organization, The Wesley Foundation (Methodist), Canterbury (Episcopal), The Fellowship of Christian Athletes, Habitat for Humanity, and the One Campaign.

INTRAMURALS/RECREATIONAL SPORTS

The university offers a well-rounded program of intramural sports open to all students, faculty and staff, with activities for individuals, groups of men or women, and co-ed groups. Competition includes teams from fraternities and sororities, independent students, residence hall floors, etc. The program includes flag football, volleyball, tennis, racquetball, bowling, soccer, 3-on-3 basketball, basketball, kickball, dodgeball, bowling, beach volleyball and softball. Other activities are added according to the diverse interests of the current student body. The Mabee Aquatic Center is heated and is open from March to October. The Jones Complex houses basketball courts, racquetball courts, and volleyball courts. The complex is open for student use during the evening when not reserved for collegiate sports. Lighted tennis courts, a 1km walking/jogging track and sandlot volleyball courts are also available, as well as the state-of-the art fitness center. Outdoor recreation equipment (tents, backpacks, stoves, etc.) are available for checkout.

FOOD SERVICE

TLU Dining Services provide service in two convenient locations: Hein Dining Hall and Lucky's Kennel located in the student center. All students who reside in university residence halls are required to choose one of the three meal plans offered, and students who reside in campus apartments or commuters may choose a meal plan geared to apartment living or Bulldog Bucks. Our professional culinary team provides nutritious, balanced options for all our TLU community. Many students find meal times and late night dining as a great opportunity to socialize and catch up on daily activities.

The last day to change meal plans for the semester is the day of check-in or registration verification. Students may purchase a larger meal plan but may not move to a smaller meal plan or cancel a meal plan after this point. All meal plan changes are made through the office of Residence Life.

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 to receive pay from TLU. Students will need to provide original documents for the I-9 form that establish proof of identity and proof of eligibility to work in the United States. Federal law mandates completion of the I-9 form (including the appropriate documentation) within three days of the initial date of employment.

UNIVERSITY POLICE

The university police department is under the command of the TLU chief of police. The police officers at TLU are fully licensed and commissioned officers through the Texas Commission on Law Enforcement Officer's Standards and Education. Police officers are on duty 24 hours a day/365 days a year. The university police are responsible for, but not limited to, (1) the protection of the students, faculty, staff and visitors, their property, and the physical structures and premises of TLU, (2) the enforcement of federal and state laws, (3) enforcement of the rules and regulations of the TLU administration and the Board of Regents. The police department is also responsible for the issuing of campus parking permits and the enforcement of parking regulations. The police department is community oriented which includes crime prevention programs as well as criminal investigations, patrol and administrative divisions.

PARKING REGULATIONS AND MOTOR VEHICLE REGISTRATIONS

See a separate campus traffic publication.

VIII
Costs and Financial Assistance

COSTS

BASIC COSTS

Basic costs to the students for the 2007-2008 academic year are shown below:

*Tuition:	Per Semester	Per Year
Block Rate Tuition (12-17 HRS)	$9,970	$19,940
Hourly Rate	$670/Hr.	NA
Student Activity Fee:	$60	$120
**Housing:		
Hahn, Kraushaar and Knutson	$1,400	$2,800
Baldus, Clifton and Trinity (small)	$1,800	$3,600
Trinity (large)	$1,850	$3,700
Seguin Hall	$1,800	$3,600
Brandes and Kramer	$1,860	$3,720
Lange and Steger	$1,860	$3,720
Linne, Renger and Strunk	$1,975	$3,950
Glazener	$2,120	$4,240
Stuermer	$1,990	$3,980
Bogisch	$3,250	$6,500
***Meal Plans:		
A - Carte Blanche	$1,760	$3,520
B - 15 Meals/WK	$1,530	$3,060
C - 160 Meals/Semester	$1,430	$2,860
D - 45 Meals/Semester	$715	$1,430

*Tuition includes internet access for students

**Housing includes basic telephone service: student provides telephone.

***Meal Plan costs include sales tax of 8.25%

Some courses have "Class Fees" for field trips or supplies in addition to tuition costs. See the schedule of classes published each semester for information on class fees.

Students will be charged fees for certain services which are listed as "Special Fees" in the following section. Class fees and special fees are refunded at different rates as explained in the refund policy section.

All full-time students, with limited exceptions, are required to live on campus and to eat on campus in accordance with current meal plan regulations. Several meal plan options are available. Room and board arrangements may not be changed during a semester. Contact the Residence Life office for information.

New students pay a $200 general deposit that confirms intent to enroll and serves as a security deposit. The deposit will remain on the students' accounts as long as they are enrolled at TLU. The deposit will be refunded less any outstanding balances (hall damages, library fines, etc.) owed to TLU once they are no longer enrolled. The deposit will be the same for on-campus residents and commuter students.

The last day to change meal plans for the semester is the day of check-in or registration verification. Students may purchase a larger meal plan but may not move to a smaller meal plan or cancel a meal plan after this point. All meal plan changes are made through the office of Residence Life.

SPECIAL FEES

Audit (per semester hour)	$ 100
Career Planning Registration	$ 20
General Deposit	$ 200
Housing Cancellation Fee	$ 75
Institutional Credit	$ 15/hour
Late Registration for Fall and Spring	$ 100
Late Registration for Summer	$ 25
Late Payment Fee	$ 50
Music Fees (one private lesson per week)	$ 225/semester
(two private lessons per week)	$ 450/semester
Parking Permit	$ 90/year
Placement, advanced credit (per semester hour)	$ 15
Schedule Change	$ 3/change
Scuba Diving/Dive Master Certification	$ 200
Replacement Diploma	$ 50
Transcript of Record	$ 5

Special fees are refundable prior to the first day of class each semester.

PAYMENT OPTIONS

Students are assessed charges each semester for tuition and fees and for the housing and/or meal plan they select. Payment for these charges may be made by one of the following two methods.

Option I: Payment in Full

Full Payment may be made on or before the first payment deadline of each semester. First payment deadlines for the 2007-2008 academic year are August 1, 2007 (Fall) and January 3, 2008 (Spring). After total financial aid is subtracted from the charges, any remaining balance must be paid out-of-pocket if this option is selected.

Option II: Monthly Payment Plan

Payment of the net balance after all proceeds from financial aid have been applied may be made in four installments per semester as outlined below:

	Percent of net Semester balance	- Date Due - Fall	Spring
Payment 1	40%	Aug. 1	Jan. 3
Payment 2	20%	Sep. 17	Feb. 15
Payment 3	20%	Oct. 15	Mar. 17
Payment 4	20%	Nov. 15	Apr. 15

Both plans are subject to one percent (1%) monthly interest (12% APR) on the unpaid balance.

Cash, checks, VISA, MasterCard, Discover, and American Express are accepted.

REFUND POLICY

Students who withdraw from the university are refunded a portion of their tuition, room and board charges if they complete an official withdrawal form with all appropriate signatures and return it to the Office of Registration and Records during the refund period. Reductions in charges for withdrawing from all classes during the fall or spring semester will be based on the following schedule:

Prior to first day of class	100%
Prior to the sixth day of class	75%
Prior to the eleventh day of class	50%
Prior to the sixteenth day of class	25%
Sixteenth day of class and beyond	0%

Students who reduce the number of credit hours they are attempting are refunded a portion of their tuition if written notification is received. The refund is based on the following calculation:

Tuition based on old hours
Less: Tuition based on new hours
Times: based on date of credit hour reduction (as indicated in previous section)
Equals: Tuition Refund

Class fees are refunded at the same rate as the tuition schedule. Special fees are refundable prior to the first day of class.

IMPORTANT NOTICE FOR RECIPIENTS OF FINANCIAL ASSISTANCE

In accordance with federal state and university guidelines, students who receive financial assistance and withdraw from any or all of their coursework may have some or all of the assistance returned to the original funding sources. As a result, students who withdraw may owe a balance to the university. Please refer to the "Refund Policy for Financial Aid" in this section of the catalog for more information on how withdrawing affects your financial aid award and refund.

Institutional financial aid (grants & scholarships) will be reduced by the same percentage that is used in the calculation of your tuition and fee refund.

Withdrawing from the university will not absolve you of responsibility for your educational expenses. Any unpaid balances owed to the university will be subject to late penalty fees and assignment to a collection agency.

FINANCIAL OBLIGATIONS

A student who applies and is admitted to Texas Lutheran University assumes a definite financial obligation. It is expected that the student or his/her parents or guardian will comply with provisions of this section of the catalog relative to payment of student accounts.

A student who is regularly enrolled and has made payments in full or executed a university approved payment contract is entitled to all the privileges of attending classes, taking examinations, receiving grade reports, securing course credit, graduating, and, where applicable, living on campus and eating in the cafeteria.

Any student who is delinquent in a financial obligation to Texas Lutheran University including long distance charges, damage to university property, traffic fines, or library fines, is subject to exclusion from any or all of the usual privileges of the university. Graduation may be denied, and the student's permanent record will not be released until the outstanding balance is paid in full.

STUDENT FINANCIAL ASSISTANCE

At Texas Lutheran University, earnings from a substantial endowment coupled with generous gifts from alumni, friends, churches, and foundations help reduce expenses so that charges assessed students represent only about 75 percent of the cost of their education. In addition to offering quality education at less than cost, Texas Lutheran offers a comprehensive aid program that lowers the actual cost of attending Texas Lutheran. Scholarships, grants, loans and employment opportunities enable TLU to recognize outstanding students regardless of financial need and assist those whose own limited resources would preclude their participation in the Texas Lutheran experience.

To be considered for any form of need-based financial aid (loan, grant, employment) a student must complete the Free Application for Federal Student Aid (FAFSA) or file online at www.fafsa.ed.gov. The Office of Financial Aid puts together a "package" of financial aid that may include federal, state, and institutional funds.

Students must apply every year for financial aid. Students who receive financial aid must also certify that they will not engage in the unlawful manufacture, distribution, dispensation, possession or use of a controlled substance.

Texas Lutheran University awards scholarship aid to students enrolled full-time, defined as 12 semester hours or more. Students who withdraw from the university during a semester may lose some or all institutional, federal or state aid for that semester, as will students who drop below full-time status. Institutional scholarships are, however, prorated for graduating seniors who need fewer than 12 hours to complete their degrees, but aid will not exceed the direct costs of TLU tuition. Students who are enrolled at least half-time may be eligible for need-based state and federal aid.

Students must maintain satisfactory academic progress (See "Satisfactory Academic Progress Standards" in this section) to be eligible for financial assistance of any kind.

Texas Lutheran University awards financial assistance without regard to race, sex, religion or national origin.

Specific questions concerning all forms of financial assistance should be addressed to the Office of Financial Aid, Texas Lutheran University, 1000 W. Court Street, Seguin, Texas, 78155. Brochures, application forms, and procedural instructions are available upon request.

FINANCIAL ASSISTANCE AVAILABLE

SCHOLARSHIPS

Texas Lutheran University offers more than a dozen different scholarship programs. Brief descriptions of some follow. Scholarships are merit-based gift aid and are partially funded through Endowed Scholarship Funds. (See Appendix XII) Specific guidelines apply to "stacking" of scholarships. In general, TLU scholarship/grant assistance may not exceed tuition.

Grant and scholarship aid (federal, state and external), when combined with TLU awards, my not exceed the cost of attendance for the year you are applying. When combined, TLU scholarships may not exceed the cost of full-time tuition for the year you are applying for aid.

All academic scholarships awarded at TLU are determined based on academic performance in high school and SAT/ACT scores. Scholarships are renewable for up to three years as long as the student meets renewal criteria and remains enrolled full-time.

ACADEMIC DISTINCTION SCHOLARSHIPS

Pacesetter Award for College Excellence (PACE) - By invitation only. The most distinguished of our academic scholarships; students who have excelled in high school competed through interviews and essays for TLU's top scholarship award of up to $15,000. This scholarship is renewed for up to three additional years when a student maintains a cumulative grade point average of 3.25 or higher.

Da capo Award in Music - By invitation only. The most distinguished of our academic scholarships for students who plan to major in music. Students who have excelled in high school who indicated they plan to major in music competed through interviews and auditions for TLU's top scholarship award of up to $15,000. This scholarship is renewed for up to three additional years when a student maintains a cumulative grade point average of 3.25 or higher.

Locus Aduro Award in Dramatic Media - By invitation only. The most distinguished of our academic scholarships for students who plan to major in dramatic media. Students who excelled in high school and who indicated they plan to major in dramatic media competed through interviews and auditions for TLU's top scholarship award of up to $15,000. This scholarship is renewed for up to three additional years when a student maintains a cumulative grade point average of 3.25 or higher.

National Merit Scholarship - Up to $2,000 per year.

Students who met the requirements of the National Merit Scholarship Corporation (NMSC) are awarded this scholarship upon notification of final high school status. Finalists receive $2,000, semi-finalists receive $1,500 and those chosen as Commended receive $1,000 per academic year.

Janota Scholarship - $1,000 per year.

Students who graduated as valedictorians or salutatorians of their high school class receive the Janota Scholarship. This scholarship may not be combined with the National Merit Scholarship.

ACADEMIC HONORS SCHOLARSHIPS

A range of academic honors scholarships are awarded based on high school performance and SAT/ACT scores. These scholarships are renewable for up to 3 years additional years when a student maintains the required cumulative grade point average and remains enrolled full-time.

Presidential Scholarship - Up to $10,000
(3.0 TLU CGPA required for renewal)

Academic Excellence Award (AEA) - Up to $9,000
(3.0 TLU CGPA required for renewal)

Commendation Award - Up to $7,000 (2.75 TLU CGPA required for renewal)

Heritage Award - Up to $2,000 (2.5 TLU CGPA required for renewal)

TRANSFER ACADEMIC SCHOLARSHIPS

Transfer scholarships are award based on credits received that are transferable to TLU and the grade point average calculated on these credits. These scholarships are renewable for one or two years depending on credits transferred and 2.75 cumulative GPA at TLU.

Phi Theta Kappa - Up to $6,000 per year.

Student must provide proof of membership in Phi Theta Kappa and have completed at least 12 transferable credit hours at another school before transferring to TLU.

Transfer Honor - Up to $5,000 per year.

To be considered for this award, students must have completed at least 24 hours of transferable credit hours with a 2.75 cumulative GPA or higher at another school before transferring to TLU.

PERFORMANCE AWARDS

Performance awards may not be combined with Academic Distinction awards but may be awarded in addition to other scholarships and are determined by level of the student's participation. Students participating in more than one ensemble or performance area may receive up to $2,000 from the combined Performance awards.

Auditions are required and must be scheduled in advance. If interesting in auditioning for these awards, contact:

Doug Boyer, director, school of music, 830-372-6869, dboyer@tlu.edu

David Legore, chair, dramatic media department,
830-372-6021, dlegore@tlu.edu

Jones Fine Arts for Music Majors - $2,000 to $4,000 per year

Jones Fine Arts for Dramatic Media Majors - $2,000 to $4,000 per year

Jones Fine Arts Awards provide artistic and cultural recognition for outstanding musical and dramatic media performance to those students majoring in music or dramatic media who demonstrate a meaningful contribution to the life of the university through participation in performance ensembles while they are pursuing a baccalaureate degree.

Performance Awards for Non-Majors - Up to $2,000 per year.

Performance awards provide artistic and cultural recognition for outstanding musical and dramatic media performance to those students in any major field of student who demonstrate a meaningful contribution to the life of the university through participation in performance ensembles while they are pursuing a baccalaureate degree.

Performance awards are given in the areas of band, choir, strings, piano, solo vocal performance, organ and dramatic media.

PARTICIPATION AWARDS

Presidential Award for Leadership and Service - By invitation only.
Up to $1,000 per year.

Students demonstrating outstanding leadership through a variety of campus and community service activities may be invited to apply for this scholarship. To be eligible for renewal, students must participate in the Leadership Seminars and Service Seminars as required by the Center for Servant Leadership, be enrolled full-time and must maintain a cumulative grade point average of 2.5.

Publications Award - $500 to $3,500 per year.

Students interested in serving as editor or a major officer of the student newspaper, yearbook or literary magazine may apply for this award. Contact Robin Bisha, director of student publications at 830-372-6075 or rbisha@tlu.edu for more information.

Athletic Training - Up to $2,000 per year.

Students interested in working toward meeting requirements for licensure in athletic training may contact Jim Newberry, chair of kinesiology at 830-372-8123 or jnewberry@tlu.edu for information on how to apply for this scholarship.

Students receiving this award must participate in all functions of the athletic training program.

TLU GRANTS

Grants are gift aid, generally based on financial need unless otherwise specified.

Lutheran Congregation Scholarship Match. Texas Lutheran University will provide a match of up to $500 to students who Lutheran home congregation outside the tri-synod (North Texas-Northern Louisiana, Gulf Coast, Southwestern Texas) provides scholarship assistance for students attending the university.

Legacy Award. This program recognized children of alumni who completed one full year (24 semester hours) at TLU by providing a grant of $1,000 per year. Recipients must enroll full-time and remain in good academic standing to receive the award for four years.

Lutheran Clergy Grant. This program recognizes dependent children of ordained pastors of the Lutheran church (ELCA, LCMS, WELS, or others) and dependent children of others serving on one of the official rosters of the ELCA (AIMS, deaconesses, and diaconal ministers) by providing a grant of $1,000 per year. Recipients must enroll full-time and remain in good academic standing to receive the award for four years.

International Student Grants. Available only to students who live outside the borders of the United States, both academic credentials and financial need are considered in determining to whom grants may be awarded.

NEED-BASED GRANTS AND LOANS

Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for need-based grants and loans from federal, state and institutional sources.

Federal Pell Grant. Eligibility is based on need as determined by the federal government and funding levels approved by Congress. The maximum award for the 2006-2007 academic year is $4,050.

Federal Supplemental Educational Opportunity Grant (SEOG). Funds are available to students who show high financial need and are eligible for the Pell Grant. TLU receives a limited amount of these funds each year to award to students.

Federal Academic Competitiveness Grant (ACG). Funds are available to 1st and 2nd year students who are U.S. citizens eligible for Pell Grant and who have completed a rigorous secondary school program of student. In Texas, the Recommended and Distinguished diplomas meet this requirement. Students must enroll full-time and must maintain a CGPA of 3.0 to be eligible for renewal of this award. First year students receive $750 and second year students receive $1,300.

National Science and Mathematics Access to Retain Talent Grant (SMART). Funds are available to 3rd and 4th year students who are U.S. citizens eligible for Pell Grant and who are majoring in: Computer Science, Engineering, Technology, Life Sciences, Mathematics, Physical Sciences or designated foreign languages.

Students must have a 3.0 CGPA or higher, be enrolled full-time and have declared a major by the end of their sophomore year to be considered for this scholarship. 3rd year students are eligible for $4,000 which is renewable for a 4th year as long as the student remains in an eligible major, is Pell Grant eligible, and maintains a minimum CGPA of 3.0. Federal regulations require that we check CGPAs at the end of each semester for this grant.

Tuition Equalization Grant (TEG). Funds are available to Texas residents who are determined to have high financial need. The maximum award for 2006-2007 is $3,444. To be eligible for renewal of this grant, students must complete at least 24 credits hours per academic year and maintain a CPGA of 2.5 or higher.

Federal Perkins Loans. Long-term, low-interest loans made available by the university and the federal government. Simple interest of five percent (5%) begins to accrue 9 months after you are no longer enrolled at least half-time.

Federal Stafford Loans. These loans are available to students enrolled at least half-time. Borrowing levels for 2007-2008 are:

Freshman $3,500
Sophomore $4,500
Juniors and Seniors $5,500

Subsidized Federal Stafford Loans are based on financial need. The federal government pays the interest on subsidized loans for you as long as you remain enrolled at least half-time. Unsubsidized Federal Stafford Loans are available to you but are not based on financial need. You are responsible for the interest on unsubsidized loans while you are in school and may either pay the interest quarterly or choose to have the interest deferred until repayment, at which time the interest accrued while you were in school is added to the principal balance.

Independent students may borrow an additional $4,000 (freshmen and sophomores) or $5,000 (juniors and seniors) per year in the Unsubsidized Stafford Loan program. Students in a teacher certification program can receive up to $7,000 additional Unsubsidized Stafford Loan.

For loans disbursed on or after July 1, 2006, the interest rate is fixed at 6.8 percent. Loans disbursed prior to July 1, 2006 will continue to have a variable interest rate that changes each July1 and capped at 8.25 percent. Repayment begins 6 months after the student graduates or leaves school.

Parent PLUS Loans. Under the PLUS program, parents of dependent students with a good credit history may borrow up to the cost of attendance less other financial aid. Effective July 1, 2006, the PLUS loan has a fixed interest rate of 8.5 percent. Loans disbursed prior to July 1, 2006 will continue to have a variable interest rate that changes each July1 and is capped at 9 percent.

Repayment of this loan generally beings within 60 days after the final loan disbursement of the academic year. For estimated monthly payments, go to the Scholarships and Financial Aid section of the TLU website, click on calculators and then on Loan repayment Calculator.

Signature Loans. This is a private (alternative) student loan designed to assist students in meeting the remaining cost of their education. This loan is available for permanent residents and foreign students. Foreign students who apply must have a credit-worthy co-borrower and must produce a copy of his/her student visa/ If a student visa is not available, the student's INS form and a copy of their valid passport will be sufficient. Interest rates and fees are tiered based on the applicant's or the co-borrower's credit history. The maximum loan that can be borrowed is the difference between the cost of attendance and other aid received.

Other Alternative Loans. Other alternative loan options are available to students. For information about other loan programs, please stop by the Office of Financial Aid.

EMPLOYMENT

Part-time jobs are available to students who are in good academic standing. Preference is given to students with financial need, but particular job skills and department referral occasionally take precedence. Normally, students work six to ten hours per week and are paid bi-weekly.

Federal Work-Study. This is a federal program awarded on the basis of need. Eligible students will have a Federal Work-Study award on their financial aid award letters. Students cannot earn more than the amount they are awarded.

Texas College Work-Study. This is a state program for students that are residents of Texas who demonstrate financial need. Eligible students will have a Texas College Work-Study award on their award letters. Students cannot earn more than the amount they are awarded.

FINANCIAL AID REFUND POLICY

The student's enrollment status will be determined based on enrollment on census date each term. This is the 12th class day of a long term. Once enrollment status has been determined, financial aid will be reviewed. If the student's enrollment status is different than that at which he or she was awarded, his/her financial aid will be adjusted accordingly. For example: Institutional aid and state grants requiring full-time enrollment will be cancelled, Federal Pell Grants will be adjusted for new enrollment status.

If a student drops a class after census date, institutional aid may be reduced - see Institutional Aid Policy – but federal and state grants will not be adjusted. However, Federal Stafford loans require enrollment to be recertified at time of disbursement. Federal regulations state that if a student drops below half-time or withdraws prior to loan disbursement, the loan may not be disbursed.

Institutional Aid Policy. When a student withdraws from the university or drops a class, adjustments are made to the financial aid that was awarded to the student. Adjustments in financial aid are done in coordination with the University's institutional charges refund policy. Scholarships and other institutional aid may be rescinded.

Institutional aid granted by TLU is adjusted by the Office of Financial Aid according to the percentage refund schedule set by the registrar's office for adjusting institutional charges. In no case will a student receive institutional funds in cash.

Federal Aid Policy The student's enrollment status will be determined based on enrollment on census date each term. This is generally the 12th class day of a long term. Once enrollment status has been determined, financial aid will be reviewed.

Students who withdraw from all classes prior to the 60 percent point of the term and who receive institutional and/or Title IV federal financial aid may owe a refund of some or all of the federal, state and institutional aid received. Also, students who fail all of their classes because they stopped attending classes will be considered to have only attended class until the mid point of the term unless proof of class attendance is provided by the student.

Federal financial aid is "earned" on a proportional basis for each day of the term that the student has completed. If a student completes 30 percent of the term, then he or she has earned 30 percent of the federal financial aid. If the financial aid has been credited to the student's account and has paid institutional charges only, 70 percent of the aid must be returned to the federal financial aid programs.

Federal funds are returned to the programs in the following order:

1. Unsubsidized Federal Stafford Loan
2. Subsidized Federal Stafford Loan
3. Parent Loan for Undergraduate Students (PLUS)
4. Federal Pell Grant
5. Federal Supplemental Educational Opportunity Grant (FSEOG)

If financial aid created a credit on the student's account that was then refunded to the student, the student will be required to repay 50% of any unearned grant amount. If the credit balance was created by a loan disbursement, the student will be required to repay the lender the amount of the loan as per the terms of the signed promissory note.

Example 1: Joe was awarded federal grants totaling $3,000 and received Federal Stafford funds of $2,500. Joe was registered full time, lived in Seguin Hall and had 15 meal/week meal plan. His total institutional charges are $12,490.

If Joe withdraws at the 30% point in the term, he will have earned $1,650 of the $5,500 awarded. 70% of the $5,500 or $3,850 must be returned to the federal programs. TLU will return the $2,500 Federal Stafford Loan to the lender and $1,350 of the federal grants. Because Joe withdrew during week 5 of the term, he does not get a refund of tuition, room or board.

Assuming Joe had a zero balance on his student account at the time of withdrawal, he will be required to pay TLU $3,850.

Example 2: Joe was awarded federal grants totaling $3,000 and received Federal Stafford funds of $2,500. Joe was registered full time, lived in Seguin Hall and had 15 meal/week meal plan. His total institutional charges are $12,490.

Joe withdrew at the 50% point of the term. Only 50% of the $5,500 or $2,750 is considered earned. TLU would return the $2,500 Federal Stafford loan to the lender and $250 of the federal grants. Assuming Joe had a zero balance on his student account at the time of withdrawal, he will be required to repay to TLU $2,750.

Although financial aid must be returned to the federal programs as prescribed by federal regulations, the TLU Institutional Charges Refund Policy does not refund institutional charges at the same percentages. Students will be required to pay TLU for any balances owing after the institutional charges refunds and financial aid refunds have been calculated.

If part of the balance owed to TLU is the repayment of a federal grant, TLU has 30 days to notify the student of the balance owed. The student has 45 days to either repay the funds or make satisfactory payment arrangements with the Business Office. Students who fail to repay the funds within 45 days may be reported to the credit bureau and will be reported to the U.S. Department of Education where a hold will be placed on the student's aid application. No further financial aid can be awarded until the hold is cleared.

Students are encouraged to meet with the Office of Financial Aid before the withdrawal process has started so that they can be informed of the financial impact of withdrawing from college.

State Grant Aid Policy. When a student withdraws from all classes or drops a class, tuition will be refunded according to the University's institutional charges refund policy. The Tuition Equalization Grant (TEG) is tuition restricted. If a student withdraws or drops a class after census date, TEG will only be adjusted if TEG plus institutional grants and scholarship are greater than tuition.

SATISFACTORY ACADEMIC PROGRESS STANDARDS

Federal regulations require that all student financial aid recipients make satisfactory academic progress toward achieving a certificate or degree. Progress is measured by the student's cumulative grade point average and credits earned in relation to those attempted and the length of the academic program. That standard applies to ALL terms regardless of whether or not the student received financial aid. NOTE: This policy should be read in conjunction with the university's policy on Academic Good Standing and Academic Probation/Suspension in this catalog. A student's academic eligibility and financial aid eligibility are closely related.

Progress will be measured at the end of each Spring semester for degree-seeking students and at the end of each semester for students in certificate programs. Progress will also be checked at the end of any semester the student is on probation.

I. Progress Standards

Progress Per Semester:

Students must, at a minimum, satisfactorily complete 75% of all courses attempted in each semester. Satisfactory grades consist of A, B, C and D. Unsatisfactory grades are F, DF, W, I or any other grade that does not result in credits completed.

Cumulative Progress:

In addition to the above, students must meet the academic standards of TLU as outlined in the TLU Student Handbook. Students are expected to complete their degrees within 8 semesters when attending college full-time. However, no student will receive financial aid once 125% of the required hours to complete the program have been attempted.

Students are also expected to maintain a minimum GPA as follows:

Cumulative Hours Completed	Minimum Cumulative Grade Point Average (GPA)
0-26 hours	1.8
27+ hours	2.0

Withdrawals (W grades) which are recorded on the student's permanent academic transcript will be included as credit hours attempted and will have an adverse effect on the student's eligibility to meet the requirements of the credit progression schedule for financial aid.

Incomplete grades - Courses that are assigned an incomplete grade are included in the cumulative credits attempted. These cannot be used as credits earned in the progress standard until a successful grade is assigned.

Repeated Courses - Repeated courses enable the student to achieve a higher cumulative GPA. However, repeating courses adversely affects the student's ability to meet the requirements of the credit progression schedule. Note: Financial aid will pay for one repetition of a class.

Transfer Students: Only credits officially accepted in transfer and specifically applied toward a student's certificate or degree will be counted toward the maximum credits allowed. If the student is required to take hours above the maximum number allowable as a result of transfer from another institution, the student may submit a written appeal to the Office of Financial Aid requesting an extension.

Second Degree Students: Only officially accepted credits which are specifically applied toward the student's current certificate or degree program will be included in the maximum number allowed.

Part-time Students: Cumulative GPA requirements are the same as for full-time students. The number of semesters required to complete the program will depend on hours registered. Students must successfully complete the majority of hours attempted each semester. However, no student will receive financial aid once 125% of the required hours to complete the program have been attempted.

II. Financial Aid Probation

Students will be placed on financial aid probation if they fail to meet either standard as outlined. Students will be placed on probation for two semesters during which they must come into compliance with the standard. (See Financial Aid Disqualification for exceptions to this rule.) Students not meeting the Standard at the end of the second semester of probation will be disqualified from receiving financial aid.

III. Financial Aid Disqualification

Students on financial aid probation who fail to meet the standards as outlined above will be ineligible for financial aid beginning with the next semester of attendance.

Students will be automatically ineligible for financial aid regardless of whether they have previously been placed on financial aid probation beginning with the next semester of attendance when one of the following occurs:

a) Student receives grades of "F" in all courses attempted in any semester. In evaluating satisfactory progress, a grade of "I" will be considered an "F".
b) Student is academically dismissed.

Students who pre-register for a subsequent semester before grades are evaluated and who use financial aid to defer tuition and fees may owe a financial aid repayment if they do not maintain satisfactory academic progress and have been disqualified from financial aid once grades are posted and reviewed.

A student who is disqualified from financial aid more than one time for failure to meet these standards must meet with a financial aid counselor to discuss plans for re-establishing financial aid eligibility. Unless there are extenuating circumstances, a student in this category should expect to enroll for at least 12 semester credits without financial aid and successfully pass all courses with a minimum of a 2.00 GPA to be reconsidered for financial aid.

Disqualification from financial aid does not prevent a student from enrolling without financial aid if he or she is otherwise eligible to continue their enrollment. However, the student should be aware that the college's policies for academic eligibility and financial aid eligibility closely mirror one another, since both are measures of satisfactory academic progress intended to encourage behavior which leads to academic success.

IV. Appeals to Regain Eligibility

Students who fail to meet these standards and have lost eligibility for financial aid may appeal this decision. Appeals must be in writing and must be accompanied by appropriate supporting documents. Appeals should be submitted to the Office of Financial Aid within 30 days of the student's receiving notice of disqualification. Reasons that may be acceptable for the appeal are: (1) serious illness or accident on the part of the student; (2) death, accident or serious illness in the immediate family; (3) change in academic program; (4) other extenuating circumstances. The reasonableness of the student's ability for improvement to meet the appropriate standards for the certificate or degree program in which the student is enrolled will be taken into consideration.

Appeals will be reviewed by the Admissions, Advising and Academic Standards Committee (AAA) in conjunction with the Director of Financial Aid and will be approved, denied or approved for a probationary period not to exceed one academic year.

V. Regaining Eligibility

Students who failed to meet these Standards and who choose to enroll without the benefit of financial aid may request a review of their academic record after any term in which they are enrolled without the receipt of financial aid. If the standards are met, eligibility is regained for subsequent terms of enrollment.

Students should consult with a financial aid counselor to determine what must be done to regain eligibility.

IX
Division of Student Life and Learning

Texas Lutheran University is concerned with the development of the whole student and supports the belief that a student's education is more than the sum of classroom experiences. The Division of Student Life and Learning and Learning assists students in taking the learning process that has begun in the classroom and advance it to the world outside by facilitationg the connections needed to enhance learning. The co-curricular program at TLU is developed and implemented by students, faculty and staff to provide a variety of opportunities for student involvement in a full range of academic, social, cultural, spiritual, and physical activities and organizations.

The Division of Student Life and Learning and Learning is headed by the Dean of Student Life and Learning and is comprised of the following: Academic Support, Residence Life, Career Services, Counseling Services, Health Services, Student Activities, and Campus Programs. The information below gives a brief sketch of these departments along with an abbreviated list of student organizations. Complete information on Student Life programs and policies can be found in the TLU Student Handbook located on the TLU web site under Student Life.

ACADEMIC SUPPORT CENTER

Texas Lutheran University Academic Support Services falls within the Division of Student Life and Learning and provides academic assistance to all TLU students. Academic Support Services is made up of Academic Advising, the Academic Support Center, Student Alert System, Early Academic Warnings, and the Developing Scholars Program.

All students are assigned a faculty advisor who is chosen from the students' major area of interest. Undecided students are assigned to a faculty advisor who will work with students to explore possible majors and career options. \Although full responsibility lies with the student, faculty advisors will assists in structuring a satisfactory course schedule each semester, and are available for general guidance and counseling. Students are encouraged to arrange a regular-schedule of meetings with their advisors throughout the semester. Students who change their major or who find an advisor they feel can better suit their needs can change their advisor in the spring semester of their freshman year. Advisors can be changed by visiting the Provost's Office in Beck Center, Suite 220.

The Academic Support Center provides support for all TLU students. The Center coordinates the campus tutoring program, supplemental instruction, provides academic workshops, and one-on-one support. Tutors are recommended

by their professors and receive national tutor certification training through the College Reading and Learning Association. The Supplemental Instruction program offers study sessions for the historically difficult courses each semester. Additionally, students may visit the Academic Support Center with individual questions, to attend academic workshops, or for other one-on-one assistance regarding techniques to improve their collegiate success.

The Student Alert System is provided for faculty who have concerns about a student in his/her course. Faculty can contact the Division of Student Life and Learning, and a campus official will work to contact the student in question to provide encouragement, information on campus resources, and information on campus policy regarding academics.

Early Academic Warnings are conducted for all first year students, transfer students, and for those on academic probation. Early academic warnings are conducted after the third and sixth week of each semester. The third weeks warning includes a check of behaviors that could lead to academic difficulty, and the sixth weeks warning includes a grade check. Those students who receive alerts will be contacted and provided information on campus resources and individual encouragement to use the resources available to improve their academic success.

The Developing Scholars Program is a voluntary program that supports students who have been placed on academic probation. Students who choose to be a part of this program will meet with a campus support person bi-weekly, attend academic support workshops, and will receive the support needed to work towards returning to good academic standing.

CAMPUS PROGRAMS

Campus Programs is responsible for administering programs focusing on the freshmen year and specialized student populations. This office is home to the Peer Mentor program, Parent and Family support programs, freshmen academic and social support programs, and co-sponsor of the New Student Orientation. The office also coordinates programs for student groups needing specialized support such as commuters, first-generation students, and athletes.

CAREER SERVICES

The career services center assists students as they move through all the steps of career exploration and decision making from the first year to senior year and beyond. Students can identify their abilities, interests and values and learn to use this knowledge to make career choices as well as gather information on choosing a major and exploring related career fields. The center has information on locating seasonal, part- or full-time employment, and internships. In addition to scheduling on-campus interviews, the center provides programming to help students develop employability skills needed for an increasingly competitive job market. Career services can also assist students in researching and applying to graduate/professional study programs.

The career services center co-sponsors two job fairs annually: the SACUCCA (San Antonio Colleges and Universities Career Centers Association) Job Fair each fall semester and the National Multicultural Job Expo each spring semester. For an ongoing list of career events, visit TLU's Web site at www.tlu.edu/careers.

COUNSELING SERVICES

Trained personnel provide opportunities for personal counseling to Texas Lutheran University students in an effort to assist students with choices affecting vocational, social and personal goals. The university maintains a team approach to care and counseling. The student life staff, the campus nurse, and the dean of student life are available for care and conversation; the campus pastor offers pastoral care; a licensed professional counselor provides confidential individual psychotherapy. Students also have the opportunity to be referred to other sources for specific counseling needs.

Disciplinary counseling and subsequent actions/referrals are the responsibility of the office of the dean of students. The university publishes a student handbook each year that contains important regulations, procedures, and guidelines that relate to student conduct. The TLU student handbook is available on the TLU Web site and all students are expected to become knowledgeable with its contents.

HEALTH SERVICES

The university maintains a part-time health service for the benefit of all students. The goal of the health program is to promote and maintain the health and general well-being of students through routine medical examinations, clinical services, and health instruction. TLU requires all students to have a completed health form on file.

The health center is staffed by a registered nurse. Students are entitled to limited service from local physicians to provide medical services during scheduled, on-campus visits and through referrals by the campus nurse.

RESIDENCE LIFE

As a primarily residential university the majority of our students live in convenient, air-conditioned residence halls and apartments on campus. Our residential facilities provide an informal living and learning environment in which students pursue their academic objectives, while taking advantage of opportunities for social interaction with their colleagues and peers. Through these experiences each student has the opportunity to develop a mature understanding of one's individuality in the context of a society that promotes community and interdependence. The resident assistants (RAs), made up of upper-class students, are a valuable resource available to all residents and provide both social and educational programs for the residents.

The university endeavors to provide a wide range of living options when available including single rooms and reduced occupancy in specified apartment

units. The university desires to meet the needs of all residential students to the fullest extent possible.

All students are required to live in university housing, except for students who are married, over 21 years of age, seniors, or commuting from their parent's/guardian's home within a 50 miles radius of Seguin. Requests for exceptions to this policy are to be submitted to the director of residence life. If a student's course load drops below 12 hours during the course of a semester, the university reserves the right to require that student to live off-campus. This also applies to students who elect part-time study at the beginning of the spring term after having carried a full course load the previous semester. Students 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.

STUDENT ACTIVITIES

Student Activities encourages student involvement through a wide variety of organizations, events, activities, workshops, seminars, and structured experiences that promote personal learning and growth in a student-centered environment. Below is a partial listing of various campus organizations managed by this office with further information available in the TLU Student Handbook or from the director at 830-372-8071.

Student Government

All full time students are members of the Student Government Association. The student body president and vice-president, together with a representative Student Senate, work with faculty and staff in achieving university goals and in providing an open forum for student opinion and action.

Students nominated by the student body president represent student opinion on many university committees that are concerned with academic matters as well as certain aspects of the co-curricular program.

Departmental Organizations

Astronomy Club
Athletic Training Club
Concert Band
Forensics Program
Pi Rho Club (Chemistry)
Psychology Club
Student-Athlete Advisory Committee
Texas Academy of Science
Texas Lutheran University Choir
Theatre Xpress

Honor Societies

ALPHA CHI – a national honor society that gives exceptional recognition to junior and senior students of high scholarship and character.

ALPHA LAMBDA DELTA – a national honor society recognizing first year students who have earned academic excellence.

ALPHA MU GAMMA – a national honor society recognizing excellence in the study of foreign language.

ALPHA PSI OMEGA – a national dramatic fraternity, offers recognition for students who have demonstrated proficiency in drama.

BETA BETA BETA – a biological honor society, is affiliated with the Society of the American Association for the Advancement of Science and the American Institute of Biological Sciences.

DELTA EPSILON IOTA – recognizes academic excellence and provides members with a forum for leadership, community service, and valuable insight into career development issues.

DELTA MU DELTA – a national honor society in business, gives recognition to exceptional junior and senior students of high scholarship and character.

KAPPA KAPPA PSI and TAU BETA SIGMA – national band honorary fraternity and sorority respectively, are open to all men and women Texas Lutheran Concert Band Members.

PSY CHI – a national honor society in psychology, an affiliate of the American Psychological Association and a member of the Association of College Honor Societies.

SIGMA TAU DELTA – a national honor society for recognizing academic excellence in English.

Campus Congregation and Groups

Campus Ministry
Canterbury Club
Catholic Student Union
Chapel Choir
Dayagim – Church related vocations
Fellowship of Christian Athletes (FCA)
Handbell Choir
Team Ministry (Youth Ministry Ambassadors)
Taberah – Methodist Student Organization

Fraternities and Sororities

Alpha Phi Alpha
Beta Alpha Sigma
Delta Alpha Delta
Kappa Pi Gamma
Omega Tau
Xi Tau
Zeta Chi

Inter-Fraternity Council
Inter-Sorority Council
Greek Council

Diversity Organizations

Black Student Union (BSU)
Mexican American Student Association (MASA)
Sister Circle
Center for Women's Studies
International Student Association

Campus Organizations

Cheerleaders
Campus Rec. and Aquatics
E2 (Events and Entertainment)
Gold Star Dance Team
Guidedogs
Outdoor Rec. Club
Residence Hall Association

Professional Organizations

American Marketing Association
Alpha Kappa Psi (Business)
Texas Student Educators Association

Service Organizations

Alpha Phi Omega
Amnesty International
Big Brothers / Big Sisters
Environment Action (EnACT)
Habitat for Humanity
RotarACT
Students Make a Difference

Student Publications

LONE STAR LUTHERAN – weekly student newspaper
GROWL – university yearbook
ETHOS – literary journal published annually

X
Intercollegiate Athletics Program

TEXAS LUTHERAN UNIVERSITY INTERCOLLEGIATE ATHLETICS PROGRAM

The intercollegiate athletics program exists for the sake of the students at Texas Lutheran University in promoting growth and development. That philosophy also promotes the concept of being the best person one can be in the classroom and on the field. Intercollegiate athletics provides equal opportunity for talented male and female students to participate in a nationally competitive sports program that is values-based and educationally sound.

Two primary goals are of interest to the student-athletes who participate in the program:

1. Every student-athlete who completes his/her eligibility is expected to graduate.
2. Each sport should aspire to be competitive at the conference, regional, and national levels.

Texas Lutheran is a full, active NCAA Division III institution and is also a member of the very competitive American Southwest Conference (ASC). Through the ASC's NCAA affiliation, conference champions in each sport are awarded automatic bids to NCAA post-season championship play. Members of the ASC, as with all NCAA Division III member institutions, cannot award grant-in-aid to their student-athletes solely on the basis of participation in intercollegiate athletics.

Fourteen sports are sponsored. Women participate in basketball, cross country, golf, soccer, softball, tennis, track and volleyball. Men participate in baseball, basketball, football, golf, soccer, and tennis. The schedules for all teams are very competitive.

The sports are coached by highly competent head coaches, each considered to be a master teacher. Most of the teams have at least one assistant coach. Most of the head coaches hold faculty appointments as well, and fully understand, support, and encourage the "student-athlete" concept. Individuals are recruited who will make significant contributions to the team goals and who will maintain high academic standards. Student-athletes who are interested in a specific sport are encouraged to visit with the coaches regarding interest in, and opportunity for, participating in intercollegiate athletics.

STUDENT ATHLETE MEDICAL INSURANCE POLICY

All student athletes are required to carry comprehensive medical insurance in order to play and practice intercollegiate sports at Texas Lutheran University. Proof of coverage must be provided to the TLU athletic insurance coordinator before the student will be allowed to play or practice. Acceptable proof of coverage is a copy of the student's medical insurance card and Insurance Policy Acknowledgement form. In addition, the TLU Medical Insurance Information Form must be completed and submitted to the TLU athletics training staff at the beginning of each academic year.

Student athletes will not be cleared for athletic participation until all insurance documentation and completed forms have been submitted to the athletic training staff.

An acceptable health insurance policy must include the ability to procure health care services from providers in the Seguin – New Braunfels geographical area and have a per occurrence maximum coverage limit of $75,000 or better. It must also include coverage for injuries as a result of intercollegiate sports. If you need assistance in finding a suitable health insurance policy for your student athlete, please contact the TLU athletic insurance coordinator.

Texas Lutheran University provides secondary/excess medical insurance coverage only. This means that in the event that a student athlete is injured while playing or practicing for intercollegiate sports, TLU will pay a limited portion of the cost of care. TLU's secondary/excess coverage will pay the following:

a. The first $500 in deductible. If the primary plan deductible is higher, then the student and his/her family are responsible for any amount over $500.
b. No more than 30% of customary and usual charges for any procedure, visit, x-rays, etc.

PLEASE NOTE: TLU will pay only the above amounts through our secondary/excess insurance provider. Any other amounts are the sole responsibility of the student and his/her family.

Parents and/or students must notify the TLU athletic insurance coordinator in writing of any change in insurance coverage or status. If a student athlete becomes uninsured at any time, he/she will not be allowed to play and/or practice until replacement coverage has been procured and proof of coverage provided to the TLU athletic training staff. If a student becomes injured and is not insured, or has lost prior coverage, TLU will not provide insurance coverage or pay any expenses except as provided above.

XI
Directory of Personnel

TEXAS LUTHERAN UNIVERSITY CORPORATION

Texas Lutheran University is a university of the Evangelical Lutheran Church in America (ELCA). It is a non-profit corporation of the state of Texas. The Northern Texas-Northern Louisiana, Southwestern Texas, and Texas-Louisiana Gulf Coast Synods of the ELCA each elect nine members of the corporation. The board of regents also elects nine members of the corporation, and the bishops of the three synods are ex officio members. The corporation, which meets annually on campus, elects the members of the board of regents and has the authority to amend the university's Articles of Incorporation and Bylaws.

Michael A. Aguirre, financial services representative, MetLife Financial Services, San Antonio.

Thomas Ayres, *presiding officer,* explorationist, retired computer supervisor, Exxon Exploration Co., Montgomery.

Fred Biery, U.S. District Judge, San Antonio.

Judy Biffle, retired administrative director, University of Texas M.D. Anderson Cancer Center, Houston.

Paul Blom, bishop, Texas-Louisiana Gulf Coast Synod, Evangelical Lutheran Church in America, Houston.

George Brannies, chairman, Mason National Bank, rancher, Mason.

John Braulick, senior pastor, Shepherd King Lutheran Church, San Antonio.

Ralph Cook, owner, Cook Mortgage, Inc. and Appraisal & Real Estate Services, Corpus Christi.

Linda Simonsen Davis, community relations manager, Hill Country Memorial Hospital, Fredericksburg.

Carol DeHaven, retired principal, Memorial Primary School, New Braunfels.

Todd Deller, controller, The Beck Group, Dallas.

Kristen Gronberg Etheredge, principal consultant, A.T. Kearney, Southlake.

Stephanie Ertel, attorney at law, Richard R. Ertel, P.C., Kerrville.

Susan Evers, *alternate presiding officer,* senior vice president and senior financial officer, Insurance SFO, USAA, San Antonio.

Phil Geleske, owner, The Salon Professional Academy, Lewisville.

Brian Gigee, lead pastor, New Life Lutheran Church, Pearland.

Melvin J. Hammer, retired pastor, Duncanville.

Eugene Janke, retired, controller for Oak Farms, division of The Southland Corporation, Cedar Hill.

Betty Jean Jones, former mayor of Seguin and retired history teacher, Seguin.

Kevin Kanouse, bishop, Northern Texas-Northern Louisiana Synod, Evangelical Lutheran Church in America, Dallas.

Rodney Koenig, senior partner/attorney, Fulbright & Jaworski, LLP, Houston.

Earl Koester, retired, Missile System Engineering & Management, Raytheon Co., New Braunfels.

Richard Laut, computer network administrator, Houston.

Kimberly K. Little-Brooks, pastor, St. Paul's Lutheran Church, Brenham.

Jo Murphy, retired vice president, Houston Endowment, Houston.

Lenora E. Ohlenbusch, community volunteer, retired CPA – Deloitte & Touche, Houston

Per Oscarsson, attorney, Beresford Booth PLLC. Edmonds, Wash.

Doris Rinn, church and community leader, Seguin.

Henry Schulte, pastor, St. John Lutheran Church, Boerne.

Eldon Sund, professor emeritus of chemistry, Midwestern State University, Wichita Falls.

Ray Tiemann, bishop, Southwestern Texas Synod, Evangelical Lutheran Church in America, Seguin.

Joanne Vorpahl, *secretary*, attorney/partner, Porter & Hedges, Houston.

Michael K. Washington, associate director of admissions at the University of Texas at Austin, Austin.

Stephen T. Wendel, vice president, land and marketing, Abraxas Petroleum Corp., San Antonio.

Hal G. Wolff, attorney/partner, Hoover Slovacek, LLP, Houston.

BOARD OF REGENTS

The Texas Lutheran University Board of Regents is the policy making body in the governance structure of the university. The board's 26 members are elected by the Texas Lutheran University Corporation. Meetings are held three times each year on campus. The board's executive committee includes the chair, vice chair, secretary treasurer and three at-large members.

Michael Aus, pastor, Living Word Lutheran Church, Katy.

Glynn Bloomquist, president, CEO, & board member, Barton Medical Corp., Austin.

Nancy Breland, CPA, Houston.

Philip Dunne, president, Advanced Containment Systems, Inc., Friendswood.

Charles B. Franks, director of policies and procedures, Valero Energy Corporation, San Antonio.

Susan Giesecke, retired certified financial planner, Houston.

Andrew Huang, associate director, the Museum of Fine Arts, Houston.

Shirley J. Herres, church and community leader, San Antonio.

Joe C. McKinney, *treasurer*, Broadway National Bank, San Antonio.

Robin A. Melvin, attorney, Graves, Dougherty, Hearon & Moody, P.C., Austin.

Lee Mueller, *vice chair,* rancher, Live Oak Farms, La Grange.

Stanley J. Meyer, bishop assistant, Northern Texas-Northern Louisiana Synod, ELCA, Dallas.

Karen Norman, *chair,* church and community leader, partner, The Prestigious Mark, San Antonio.

Keli Raybon, reporter,WLOX, Pascagoula, MS.

Bill Petmecky, *secretary*, retired senior vice president, Seneca Resources Corporation, Fredericksburg.

Steve Rode, pastor, Christ Lutheran of Alamo Heights, San Antonio.

Xavier Rodriguez, attorney/partner, Fulbright & Jaworski L.L.P., San Antonio.

Ann Saegert, attorney, Haynes and Boone; Richardson.

Charlotte Woods Smith, chief financial officer, Lee Anderson Company, Brenham.

Marie Hall Smith, church and community leader, San Antonio.

William F. Staats, professor of finance, Louisiana State University, Baton Rouge, LA.

Michael Washington, associate director of admissions, University of Texas, Austin.

Linda Whitacre, church and community leader, San Antonio.

Karl Woodling, president, Kaywood Distributing Company, Inc., Dallas.

REGENTS EMERITI

Heinie Bade, retired dairy farmer, Cuero.

Robert L. Beglau, retired Lutheran Brotherhood general agent/owner, Great Southwest Agency, Austin.

Fred Biery, U.S. District Judge, San Antonio.

Luther Brandes, retired farmer, Plainview.

Marion Brekken, church and community leader, Grapevine.

V. George Brookover, Evangelical Lutheran Church in America, Intentional Interim Minister/owner, Brookover Leadership Development and Consulting, Kingwood.

Jack Bush, president, Raintree Partners, Inc., Dallas.

Lawrence Cornelius, Farming and Real Estate, Alice.

Carol DeHaven, retired principal, Memorial Primary School, New Braunfels.

Edwin Dentler, retired certified public accountant, Victoria.

Pam Dickson, church and community leader, Humble.

John Donegan, consultant, Seguin; Retired President First Natonal Bank, Seguin.

Carol R. Drucker, physician, The Woodlands.

Larry Franklin, financial representative, Thrivent Financial for Lutherans, Lubbock.

Jim Hammond, partner, Tradewinds Oil and Gas, Indonesia; Partner, Tomball Jet Center, Spring; Board, Imperial Petroleum Recovery Corp., Dayton; Director, Agribiofuels, Dayton; Board, Luthern Social Services, Austin.

Roger Hemminghaus, retired chairman and CEO, Ultramar Diamond Shamrock Corp., San Antonio.

Daniel Juarez, physician, San Antonio Internal Medicine Group, San Antonio.

Paula Kaplan, managing partner, Kaplan Partners, Ltd., Longview.

Edward Kruse, chairman of the board, Blue Bell Creameries, Brenham.

Kathy Graeber Kubelka, retired educator, owner, Kathy's Catering, Richmond.

Jon Lee, retired senior pastor, King of Glory Lutheran Church, Dallas.

Nancy Maeker, bishop's associate, Saint Paul Area Synod – ELCA, Minneapolis, MN.

Arnold Moede, retired Evangelical Lutheran Church in America pastor, Seguin.

Elliott Pancoast, part time assistant to the bishop, SWTS, ELCA, Seguin part time pastor, St. James Lutheran Church, Llano.

Chester Patten, retired Evangelical Lutheran Church in America pastor, Hilliard, Ohio.

Claudette Pfennig-High, church and community leader, Pasadena.

Arthur E. Rode, retired Evangelical Lutheran Church in America pastor/former bishop, Fredericksburg.

Allan H. Sager, professor emeritus for contextual education, Trinity Lutheran Seminary, Columbus, Ohio.

Berger Wallin, retired executive vice president, Sundstrand Corp., Morrison, Colo.

Graham Weston, chief executive officer, Rackspace Managed Hosting, San Antonio.

Evangeline G. Williams, retired corporate secretary/Landman- Houston Oil & Minerals Corporation, Lakeway.

PRESIDENT EMERITUS

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, *president emeritus.*
A.B., Austin College; Ph.D., Duke University.

FACULTY EMERITI

Bernard C. Baumbach (1950), *professor emeritus of sociology.*
B.A., Capital University; M.A., Ph.D., The University of Texas at Austin.

Harold Dean Bier (1964), *professor emeritus of chemistry.*
B.S., West Texas State University; M.S., Ph.D., Texas A&M University.

Harry W. Bischoff (1950), *professor emeritus of biology.*
B.A., Evansville College; M.S., Vanderbilt University; Ph.D., The University of Texas at Austin.

Louis E. Bittrich (1960), *professor emeritus of English studies and theatre.*
B.A., Gustavus Adoolphus; M.A., Bowling Green State University; Ph.D., The University of North Carolina.

Elton Bohmann (1957), *professor emeritus of business administration.*
B.S., Sam Houston State University; M.S., Texas A&I University.

Dorothy Ann Brown (1961), *associate professor emeritus of education.*
B.S., University of North Texas; M.A., George Peabody College.

Nancy A. Burris (1989), *professor emeritus of education.*
B.A., M.A., Ph.D., Texas Woman's University.

Sigurd Christiansen (1972), *professor emeritus of music.*
B.M., Concordia College (Moorhead, Minn.); M.M., Millikin University; D.M.A., University of Illinois.

Aida Apter-Cragnolino (1990), *professor emeritus of modern and classical languages.*
Law degree, Universidad de Buenos Aires; M.A., Ph.D., Ohio State University.

Shirley Dean (1985), *instructor emeritus of biology.*
B.S., University of North Carolina, Greensboro; M.P.H., University of Michigan, Ann Arbor.

Susan K. Duke (1973), *associate professor emeritus of kinesiology.*
B.S., Arkansas Polytechnic College; M.S., University of Wisconsin.

Frank W. Giesber, (1966), *professor emeritus of economics.*
B.S., Texas Lutheran University; J.D., The University of Texas School of Law; Ph.D., The University of Texas at Austin.

Robert L. Hiner (1965), *professor of psychology, dean of the College of Arts, Humanities and Social Sciences.*
B.A., Texas Christian University; M.A., Ph.D., The University of Texas at Austin.

Layne D. Hoppe (1971), *professor emeritus of political science.*
B.A., Texas A&M University; M.A., University of Houston; Ph.D., University of Arizona.

Patrick Hsu (1985), *professor of modern languages, director of information services, university librarian emeritus.*
B.A. National Cheng-Chi University; M.S.L.S., Western Michigan University.

M. R. Jaroszewski (1965), *assistant professor, registrar, director of administrative services, and dean of continuing education emeritus.*
B.S., Sam Houston State University; M.A., The University of Texas at Austin.

R. Clarence Lang (1972), *faculty emeritus.*
B.A., Wartburg College; B.D., Wartburg Theological Seminary; M.A., University of South Dakota; Ph.D., University of Kiel, Germany.

Georgette K. Maroldo (1970), *associate professor emeritus of psychology.*
A.B., Long Island University; M.A., Hofstra University; Ph.D., The University of Texas at Austin.

Billy D. Musgraves (1979), *assistant professor emeritus of mathematics and computer science.*
B.S., West Texas State University; M.S., Stephen F. Austin State University, M.A., Texas State University.

Luther Oelke (1975), *director emeritus of church relations.*
B.S., Texas Lutheran University; M.Div., Trinity Lutheran Seminary.

Irvin G. Patterson (1965), *associate professor emeritus of biology.*
B.S., Oklahoma State University; M.S., Texas Tech University.

Arthur A. Preisinger (1984), *associate professor emeritus of theology and of history.*
B.A., M.Div., Concordia Seminary-St. Louis; M.A., University of Oklahoma; Ph.D., Texas Tech University.

Harold Prochnow (1967), *professor emeritus of education.*
B.S., Texas Lutheran University; M.A., Texas State University; Ed.D., University of Houston.

W. Preston Reeves (1965), *professor emeritus of chemistry.*
B.S., M.A., Texas Christian University; Ph.D., The University of Texas at Austin.

Paul O. Scheie (1973), *professor emeritus of physics.*
B.A., St. Olaf College; M.S., University of New Mexico; Ph.D., The Pennsylvania State University.

Walter Seidenschwarz (1968), *assistant professor emeritus of English and communication studies.*
B.S., Texas Lutheran University; M.A., Eastern New Mexico University.

Kieth W. Skogman (1966), *professor emeritus of kinesiology.*
B.S., Gustavus Adolphus College; M.A., State University of Iowa; Ed.D., University of Nebraska.

Evelyn Fiedler Streng (1946), *professor emeritus of science.*
B.S., State Teachers College, Md.; M.A., Texas State University; D.Sc., honoris causa, Dana College.

Jack R. Tennison (1970), *associate professor emeritus of mathematics.*
B.S., M.S., East Texas State University.

Ronald Utecht (1985), *professor emeritus of business administration.*
B.B.A., Baylor University; M.B.A., Ph.D., Arizona State University

Loren Weishaar (1983), *assistant professor emeritus of business administration.*
B.G.E., University of Omaha; M.B.A., Stanford University; M.Ed., Texas State University.

Helen I. Weiss (1948), *professor emeritus of education.*
B.S., M.Ed., The University of Texas at Austin.

Thomas G. Wilkens (1968), *professor emeritus of theology.*
B.A., Luther College; B.D., Luther Seminary; Ph.D., University of Aberdeen, Scotland.

Anita F. Windecker (1950), *professor emeritus of music.*
B.Mus., M.M., The University of Texas at Austin.

Betty Wolverton, *assistant professor emeritus of English and communication studies.*
B.S., M.A., University of Missouri at Columbia.

Kathryn M. Yandell (1962), *professor emeritus of kinesiology.*
B.S., M.A., Texas Woman's University; Ph.D., The University of Texas at Austin.

EMERITUS AND RETIRED STAFF

Ruth Cavanaugh (1986) *retired president's office secretary.*

Porfirio Deleon (1971), *retired facility services staff.*

Guadalupe Garcia (1985), *retired facility services staff.*

Kenneth R. Grimm (1992) *retired facility services staff.*

Adela Hairr (1973) *retired church relations/campus ministry secretary.*

Carol Hamilton (1981), *director emeritus of financial aid.*
B.S., Texas Lutheran University; M.Ed., Texas State University.

B. D. Hart (1969), *retired facility services staff.*

Robert Haugen (1962), *director of development emeritus.*
B.S., Texas Lutheran University.

Clifford Hunt (1961), *director of physical plant emeritus.*

Henry Lehnhoff (1988), *associate director of sports information emeritus.*

Helen Martin (1978), *retired library technician in serials & secretary.*

Frances McClinton (1985), *retired facility services staff.*

Warren Mote (1984), *controller emeritus.*
B.A., Baylor University; CPA.

Clyde Poe (1979), *physical plant director emeritus.*

Mary Anna Scheie (1978), *director of publishing services emeritus.*
B.S.Ed., University of Oklahoma.

Carol Skogman (1971), *retired financial aid secretary*.
B.S., Dana College.

Elmer Soefje (1989), *retired facility services staff.*

Maxine Sonntag (1976), *retired president's office secretary.*

Kathryn Tennison (1981), *retired community life secretary.*

Carl Weden (1986), *retired director of development.*
B.B.A., Texas Lutheran University.

Janet Westergard (1964), *retired secretary for Schuech Fine Arts Center/Jackson Auditorium.*
B.A., Gustavus Adolphus College.

Joyce L. Zunker (1966), *retired PBX operator.*

ADMINISTRATIVE STAFF

Office of the President

Ann M. Svennungsen, *president.*
B.A., Concordia College; M.Div., Luther Seminary.

Sharon A. Craig, *executive assistant to the president.*

Phillip C. Hambrick, *director and chief of the university police department.*
B.S., The University of North Texas.

Office of the Executive Vice President and Provost

Academic Affairs

John T. Masterson, *executive vice president and provost.*
A.B., The College of Wooster; M.Div., Princeton Theological Seminary; Ph.D., University of Denver.

Charla M. Bailey, *director of international education programs.*
B.S., M.S., Emporia State University

Rosemary Dawson, *director of Center for Professional Development*
B.S., Northwestern University; M.S., University of Southern California; Ed.D., University of California at Los Angeles.

Nick A. Lockard, *dean of the College of Professional Studies.*
B.A., California State University (Sacramento); M.P.A., Golden Gate University; M.B.A., Trinity University; Ed.D., Baylor University.

Ronald Quiros, *director of the Center for Servant Leadership.*
B.A., Texas Lutheran University.

Martha A. Rinn, *university librarian.*
B.A., Texas Lutheran University; M.L.I.S., The University of Texas at Austin.

Greg J. Ronning, *campus pastor and holder of the Lutheran Brotherhood Chair for Religious Life.*
B.A., California Lutheran University; M.Div., Pacific Lutheran Theological Seminary.

John T. Sieben, *dean College of Arts and Sciences.*
A.S., Donnelly College; B.S., M.S., University of Missouri at Kansas City; M.S., Texas State University; Ph.D., University of Missouri at Kansas City.

Evelyn Fiedler Streng, *director of Fiedler Museum.*
B.S., State Teachers College, Md.; M.A., Texas State University; D.Sc., honoris causa, Dana College.

Athletics

William W. Miller, *director of athletics and head baseball coach.*
B.A., Texas Lutheran University; M.Ed., Sam Houston State University.

Michael T. Alderson, *head women's soccer coach and assistant men's soccer coach.*
B.A., University of Birmingham, England.

Gerald C. Allman, *assistant men's and women's golf coach.*

Gregory K. Burnett, *director of the fitness center and associate head baseball coach.*
B.S., Howard Payne University; M.S., Texas A&M University at Commerce.

Allison R. Castillo, *assistant women's volleyball coach*
B.A., Texas Lutheran University

Tiffany N. Davis, *interim head women's volleyball coach.*
B.S., Texas State University.

Katheryne E. Hickman, *head women's basketball coach.*
B.S., Eastern New Mexico University

Darlene Holland, *assistant track and field/cross country coach.*
B.A., Adams State College

John Jennings, *assistant football coach.*
B.S., Texas Tech University; M.S., Texas Tech University.

M. Emily King, *cheerleader coach and dance team director.*
B.A., Texas Lutheran University.

William J. Lehman, *head men's and women's tennis coach.*
B.S., Texas Lutheran University.

Melissa A. McCaughey, *head softball coach, senior women's administrator, and compliance officer.*
B.S., Univ. of Wisconsin Platteville; M.S., Univ. of Wisconsin-LaCrosse.

Erin Nelson, *assistant women's basketball coach.*
B.A., Southwestern University.

Dennis Parker, *head football coach*
B.S.Ed., Southeastern Oklahoma University; M.A.Ed., Southeast Missouri University; Ph.D., Madison University.

Deborah L. Roberts, *campus recreation director.*
B.S., University of Iowa; M.Ed., Texas Tech University.

Edward A. Salazar, *interim head men's soccer coach and assistant women's soccer coach.*
B.A., Texas Lutheran University

Hung C. Tran, *head men's and women's golf coach and athletics events coordinator.*
B.A., Texas Lutheran University.

Alan Walls, *assistant men's basketball coach.*
B.A., M.A., University of Northern Colorado.

Gerald Woodruff, *assistant football coach.*
B.S., Baylor University; M.S., Texas Christian University.

Cynthia J. Wright, *assistant athletic trainer.*
B.A., Whitworth College; M.Ed., Texas State University.

Patrick B. Zarate, *interim cross country/track and field coach.*
B.A., Texas Lutheran University.

Vacant, *head men's basketball coach.*

Information Services

William R. Senter, *director of information technology.*
B.A., M.B.A., Texas Christian University

Richard F. Bailey, *senior computer programmer/analyst.*

Mitchell A. Gould, *computer programmer/analyst.*
B.S., Texas A&M University.

Lori A. Petty, *computer programmer/analyst.*
B.A., Texas Lutheran University.

Rodrick M. Shao, *coordinator of instructional support services.*
B.A., M.B.A., University of Concordia, Wisconsin-Mequon.

Ronald V. Sozzi, *IT infrastructure & a/v services coordinator.*

Robert W. Spence, *technical analyst.*
B.S., Texas A&M University

Student Life and Learning

Kristi R. Quiros, *dean of student life and learning.*
B.A., Texas Lutheran University; M.Ed., Texas State University

Catherine A. Anderson, *university nurse.*
B.A., B.S.N., The University of Texas at Austin; RN.

Maria Avalos, *associate dean of student life & learning.*
B.A., Southwestern Univ.; M.Ed., Texas State Univ.; Ph.D., The University of Texas at Austin

Roderick Chambers, *interim area coordinator.*
B.A., Texas Lutheran University.

Lisa M. Cradit, *academic support coordinator.*
B.A., East Texas State University; M.A., Texas State University.

Kenyatta Dawson, *interim director of first year and campus programs.*
B.A., Texas Lutheran University; M.A., Texas State University.

Yu-jie "Jack" Kuo, *university physician.*
B.S., Kaohsiung Medical College, Taiwan; M.D., The University of Texas Southwest Medical School.

Thomas Raetzsch, *university physician.*
B.A., Texas Lutheran University; M.D., Texas Tech University.

Matthew Saenz, *area coordinator.*
B.B.A., Texas A&M University

Allen L. Shands, *area coordinator.*
B.S., Texas A&M University; M.Div., Phoenix Seminary.

Ginger Taylor, *director of student activities.*
B.A., M.S., Texas A&M University.

Bonita D. Vinson, *director of career services.*
B.S., Mississippi State University; M.A., Louisiana State University; Ph.D., Texas A&M University.

Terry A. Weers, *director of counseling services and ADA coordinator.*
B.A., Texas Lutheran University; M.A., St. Mary's University.

Kyle P. Wych, *director of residence life.*
B.S., Huron University.

Vacant, *area coordinator/summer programs.*

Office of Development

Betsy B. Clardy, *vice president for resource development and alumni relations.*
B.A., Texas Lutheran University; CFRE.

J. Chris Bischoff, *major gifts officer.*
B.A., Texas Lutheran University.

Joshua Hernandez, *director of annual giving.*
B.A., M.A., North Dakota State University

G. P. Kiel, *associate vice president for development.*
B.S., Texas Lutheran University; M.A., Texas State University.

Fonda Mathis, *database administrator for development and alumni relations.*
B.S., Texas State University.

Gail Randle, *director of alumni relations.*
B.F.A., Texas Tech University.

P. Renee Rehfeld, *assistant vice president for development.*
B.S. University of Tennessee

Harold R. Sager, *vice president for principal gifts.*
B.A., Texas Lutheran University; M.Div., Luther Seminary.

Stephen J. Skinner, *writer and prospect researcher/tracking coordinator.*
B.S., University of Houston

Office of Enrollment Services

E. Norman Jones, *vice president for enrollment services.*
B.S., The University of Tennessee; M.Ed., State University of West Georgia.

Aleta C. Estrada, *associate director of admissions.*
B.A., Southwestern University; M.Ed., Boston College

Jamie M. Kocian, *director of admissions.*
B.A., Sam Houston State University; M.B.A., University of North Texas.

Richard Krause, *admissions representative and technology coordinator.*
B.B.A., St. Mary's University.

Scott Levesque, *admissions representative.*
B.A., Castleton State College

Amber L. Martinez, *admissions representative.*
B.A. Texas Lutheran University.

Debra L. Mattke, *assistant director of financial aid.*
B.A., Texas Lutheran University.

Christina Quintanilla, *financial aid counselor.*
B.A., Texas Lutheran University.

Mary K. Randers-Christiansen, *regional admissions representative.*
B.A., Southwestern University.

Brenda A. Schumann, *director of registration and records.*
B.S., Texas Tech University.

Cheryle R. Sozzi, *financial aid counselor.*

John G. Walker, *associate director of admissions.*
B.S., The University of Texas at Austin; M.Ed., Texas State University.

Cathleen Wright, *director of financial aid.*
B.S., University of Illinois at Urbana-Champaign; M.B.A., Butler University.

Vacant, *assistant director of registration and records.*

Office of Finance

Stan C. Ledbetter, *vice president for finance.*
B.B.A., Texas A&M University.

Stacey Alexander, *assistant controller.*
B.B.A., University of Texas at San Antonio.

Jean L. Constable, *coordinator for financial analysis and institutional research.*
B.A., M.B.A., Our Lady of the Lake University, CFP.

Bridget Lawrence, *accounts receivable supervisor.*
B.B.A., Texas A&M University; M.B.A., Texas A&M University-Commerce.

Sam P. Moy, *senior staff accountant.*
B.A., Texas Lutheran University.

Andrew Nelson, *associate vice president for finance/controller.*
B.S., Texas A&M University; M.B.A., University of the Incarnate Word.

Lana C. Urbanek, *director of auxiliary services.*
B.S., University of Wisconsin; M.A., Mankato State University.

Andy Vasquez, *director of human resources.*
B.A., The University of Texas at Austin; CCP

Facilities

Thomas S. Dodgen, *director of physical plant.*

Terry A. Harris, *grounds superintendent.*
B.S., Texas State University.

Larry J. Hill, *maintenance superintendent.*

Office of University Relations

Stephen P. Anderson, *senior vice president for university relations.*
B.A., Texas Lutheran University; M.A., Texas State University.

Timothy E. Clark, *director of sports information and sports marketing.*
B.A., Texas Lutheran University.

Stephen J. Doerr, *project director for Retired and Senior Volunteer Program.*
B.A., Texas Lutheran University.

Yoshiko Okano Guy, d*irector of publications.*
B.F.A., Nagoya University of Arts, Japan; M.A., Univ. of Wisconsin-Milwaukee.

Carolyn Hellerich, *director of church relations.*
B.A., Newberry Lutheran College; M.A., Lutheran School of Theology; M.S.W., University of Nebraska at Omaha.

Katherine Hughes, *director of communications.*
B.A., Texas Lutheran University; M.B.A., University of the Incarnate Word.

Maria Claudia Redd, *graphic designer.*
B.A., Texas Lutheran University.

Susan G. Rinn, *assistant vice president for university relations.*
B.A., Southwestern University; M.A., Emerson College.

Ted A. Wolber, *volunteer coordinator for Retired and Senior Volunteer Program.*
B.A., Texas Lutheran University.

Patrick Zarate, *assistant director of sports information.*
B.A., Texas Lutheran University.

Jonathan Zitelman, *web manager and auditorium technical director.*
B.A., Texas Lutheran University.

FACULTY

(Full-time Teaching Faculty and Librarians)

Reza O. Abbasian, *professor of mathematics and computer science, department chairperson.*
B.S., Abadan Institute of Technology; M.A., M.S., Ph.D., The University of Texas at Austin. 1983-

Carolyn Austin, *assistant professor of English studies.*
B.A., Rice University; M.A., Ph. D., University of California - Irvine. 2001-

H. David Baer, *associate professor of theology and philosophy.*
B.A., Oberlin College; M.T.S., Emory University Candler School of Theology; M.A., Ph.D., University of Notre Dame. 2000-

Scott A. Bailey, *associate professor of psychology, department chairperson, Lillie Krause Professor in Social Science.*
B.A., Southwestern University; M.S., Emporia State University; Ph.D., Kansas State University. 1994-

Mary Elizabeth Barry, *lecturer, English.*
B.A., University of Missouri-Columbia; M.F.A., Texas State University. 2002-

Norman A. Beck, *professor of theology, department chairperson of theology and philosophy, Gerhard Poehlman Professorship in Theology.*
B.A., Capital University; B.D., Lutheran Theological Seminary; Ph.D., Princeton Theological Seminary; D.D. (Honorary) Trinity Lutheran Seminary. 1975-

Anna R. Bergstrom, *instructor of education.*
B.A., The University of Texas at Austin; M.S., Texas A&M International University; 2005-

Robin Bisha, *associate professor of communication studies.*
B.A., University of South Florida; M.A., Indiana University and University of North Carolina; Ph.D., Indiana University. 2002-

Jonathan A. Bohmann, *associate professor of chemistry.*
B.S., Texas Lutheran University; Ph.D., University of Wisconsin-Madison. 1996-

Christopher M. Bollinger, *assistant professor of communication studies, holder of the Gembler Fellowship.*
B.S., Regis University; M.S., The University of Charleston; Ph.D., Bowling Green State University. 2005-

Douglas R. Boyer, *associate professor and director, School of Music, director of choral music, Mary Gibbs Jones Chair in Choral Music.*
B.A., Texas Lutheran University; M.M., The University of Texas at San Antonio; D.M.A., The University of Texas at Austin. 2001-

Mary Beth Bronk, *assistant professor, School of Music.*
B.M., The University of Texas, Austin; M.M., The University of North Texas. 2006 -

Sally Carroll-Ricks, *assistant professor; library systems and electronic resources librarian.*
B.M., Louisiana State University; M.M., Baylor University; M.L.S., University of Texas-Austin. 2005-

Annette Citzler, *professor of economics and business administration, Claryce Bohls Professor of Economics.*
B.A., Texas Lutheran University; M.A., The University of Texas at Austin; Ph.D., Texas A&M University. 1977-

Linda A. Clark, *assistant professor, technical services librarian.*
B.A., Whitworth College; M.L.I.S., The University of Texas at Austin. 1992-

Shaaron Melcher Conoly, *associate professor, School of Music.*
B.M., The University of Texas at Austin; Lisence de Concert, Ecole Normal de Musique, France; M.Ed. Texas State University. 1970-

Sally Cook, *associate professor of business administration. Leif Johnson Professor in Business Administration.*
B.B.A., The University of Texas at San Antonio; J.D., The University of Texas at Austin Law School., M.T., The University of Texas at San Antonio. 1995-

Brian Coulombe, *assistant professor of kinesiology, head athletic trainer.*
B.S., California State University at Sacramento; M.S., West Virginia University. 2000-

Michael L. Czuchry, *assistant professor of psychology.*
B.A. Colorado College; M.A. East Tennessee State University; Ph.D. Texas Christian University. 2006-

Eric Daub, *assistant professor School of Music, Baenziger Professor of Music.*
B.M., University of Wisconsin-Madison; M.M., D.M.A., The University of Texas at Austin. 2001-

Lorne Arthur Davis, Jr., *associate professor of physics, department chairperson, George Kieffer Fellow in Science.*
B.S., Texas A&M University; A.M., Washington University; Ph.D. Texas A&M University. 2002-

Mark C. Dibble, *assistant professor, instruction and public services librarian.*
B.A. Austin College; M.L.S., University of Illinois. 2004-

Vicki Eckhardt, *assistant professor, assistant university librarian.*
A.A., Del Mar College; B.A., The University of Texas at Austin; M.L.S., University of North Texas. 1977-

Mark O. Gilbertson, *professor of philosophy*.
B.A., Augustana College (SD); M.A., Ph.D., University of Southern California. 1973-

Ana María González, *assistant professor of modern languages.*
B.A., Escuela Normal Superior; Ph.D., University of Massachusetts. 2003-

Alicia Briney Gresham, *associate professor of business administration.*
B.S., M.B.A., Louisiana State University in Shreveport; Ph.D., University of North Texas. 2005-

Mark Gustafson, *associate professor of biology, department chairperson.*
B.A., Luther College; Ph.D., Duke University. 1997-

Roger Guy, *associate professor of sociology, department chairperson.*
B.A., Hunter College (CUNY); M.P.A., University of North Carolina; Ph.D., University of Wisconsin-Milwaukee. 1997-

Casi R. Helbig, *associate professor of kinesiology, George Kieffer Fellow in Kinesiology.*
B.S., Stephen F. Austin State University; M.Ed., Texas State University; Ph.D., Texas A&M University. 2000-

T. Paul Hernandez, *associate professor of art.*
B.F.A., Louisiana State University; M.F.A., The University of Texas at Austin. 1990-

Deborah D. R. Hettinger, *professor of biology, Sidney Bohls Professor of Biology.*
B.A., Stephens College; Ph.D., University of California. 1980-

Judith Dykes Hoffmann, *assistant professor of geography.*
B.A., Texas Lutheran University; M.A., Texas State University; Ph.D., The University of Texas at Austin. 2004-

Ronald O. Huntsman, *associate professor of business administration, department chairperson, Elton Bohmann Professorship in Business Administration in Accounting.*
B.S., University of Utah; M.B.A., Michigan State University; C.P.A., C.I.A. State of Texas. 1986-

Pamela Johnston, *associate professor of English studies.*
B.A., University of Idaho; M.A., Kansas State University; M.F.A., University of Iowa; Ph.D., University of Missouri - Columbia. 2001-

Robert M. Jonas, *professor of biology.*
B.S., Michigan State University; M.S., Eastern Michigan University; Ph.D., The University of Texas Health Science Center at San Antonio. 1991-

Landa King, *associate professor of art, department chairperson.*
B.F.A., M.A., West Texas State University; M.F.A., The University of Texas at San Antonio. 1989-

Rebecca A. Kosary, *assistant professor of history.*
B.A., Texas A&M University at Corpus Christi; M.A., Texas State University. Ph.D., Texas A& M University–College Station. 2005-

Joyce Kostelnik, *associate professor of education, department chairperson.*
B.S., M.Ed., Ph.D., University of North Texas. 2001-

Robert W. Laird, *assistant professor of physics.*
B.S., Eastern Kentucky University; M.S., Ph.D., Florida State University. 2005-

David Legore, *associate professor of dramatic media, department chairperson.*
B.A., Texas Lutheran University; M.F.A., University of South Dakota. 1998-

Alan Lievens, *associate professor of biology.*
B.S., St. Edward's University; M.D., The University of Texas Medical Branch at Galveston; Ph.D., Louisiana State University. 1998-

Nick A. Lockard, *professor of business administration, dean, College of Professional Studies.*
B.A., California State University (Sacramento); M.P.A., Golden Gate University; M.B.A., Trinity University; Ed.D., Baylor University. 1980-

John McClusky, *professor of chemistry, department chairperson.*
B.S., Texas Lutheran University; Ph.D., Yale University. 2001-

Jean-Pierre Météreau, *professor of English studies, department chairperson of English and Communication Studies.*
B.A., M.A., Ph.D., Indiana University. 1984-

Gilbert R. Merkle, *lecturer of computer science.*
B.S., U.S. Air Force Academy; M.S., Southern Methodist University. 2006 -

Richard Milk, *professor of history, department chairperson.*
B.A., The University of Texas at Austin; M.A., California State University, Los Angeles; Ph.D., Indiana University. 1985-

John Nellermoe, *associate professor of art.*
B.A., Concordia College (Moorhead, MN); M.A., Wisconsin State University. 1979-

James Newberry, *professor of kinesiology, department chairperson.*
B.S., M.Ed., Texas State University; Ph.D., Texas A&M University. 2000-

Mary Padilla, *lecturer of Spanish.*
B.S., M.A.T. Texas State University. 2004-

Denise Peterson, *assistant professor School of Music, Windecker Chair in Music.*
B.A., University of Cincinnati; M.M., University of Notre Dame; D.M., Florida State University. 2002-

Terry L. Price, *assistant professor of dramatic media.*
B.A., University of North Carolina; M.F.A., Virginia Tech. 2002-

Betseygail Rand, *assistant professor of mathematics.*
B.S., University of Michigan; Ph.D., The University of Texas. 2006-

David H. Richards, *assistant professor of political science.*
B.A., Kenyon College; M.A., Ph.D., American University School of Public Affairs. 2004-

Martha A. Rinn, *associate professor, university librarian.*
B.A., Texas Lutheran University; M.L.I.S., The University of Texas at Austin. 1990-

L. Hernan Rivera, *professor of mathematics and computer science.*
Licenciado, University Mayor De San Andres LaPaz, Bolivia; M.A., University of Oregon; Ph.D., Southern Illinois University. 1986-

Juan Rodríguez, *associate professor of English and modern languages, director of Mexican American Studies Center.*
B.A., M.A., Texas Tech University. 1981-

Phil Ruge-Jones, *associate professor of theology.*
B.A., Lawrence University; M.Div., Luther Seminary; Th.M., Ph.D., Lutheran School of Theology at Chicago. 1999-

Jenny Salazar, *lecturer in mathematics.*
B.A., Dominican University; M.S., Baylor University. 2000-

Saúl Sanchez, *associate professor of modern languages, department chairperson.*
B.A., Texas State University; M.A., Ph.D., University of Oklahoma. 2002-

Angelika E. Sauer, *associate professor of history.*
M.A., University of Augsburg (Germany); M.A., Carleton University (Canada); PhD., University of Waterloo (Canada). 2000-

Carolyn Schneider, *associate professor of theology.*
B.A., Concordia College (Bronxville); M.Div., Lutheran School of Theology at Chicago; Ph.D., Princeton Theological Seminary. 1999-

James L. Shuler, *assistant professor of kinesiology.*
B.S., Carson Newman College; M.A., Incarnate Word College. 1972-1977; 1986-

John T. Sieben, *professor of mathematics and computer science, dean, College of Arts and Sciences.*
A.S., Donnelly College; B.S., M.S., University of Missouri at Kansas City; M.S., Texas State University; Ph.D., University of Missouri at Kansas City. 1980-

William G. Squires, Jr., *professor of biology and kinesiology, director of Krost Life Enrichment Program, Dr. Frederick C. Elliott Chair in Health, Fitness, and Nutrition.*
B.S., M.Ed., Texas State University; Ph.D., Texas A&M University. 1980-

Melanie G. Thompson, *assistant professor of business.*
B.B.A., Corpus Christi State University; M.B.A., Texas A&M at Corpus Christi. 2003-

Eduardo Torres, *assistant professor of education, and holder of the Jo Murphy Chair in Education.*
B.S., University of Texas, El Paso; M.S. and Ed.D., Texas A&M Commerce. 2006 -

Ben Vaughan, *associate professor of economics and business administration.*
B.A., M.A., Stanford University; Ph.D., University of California, Berkeley. 1998-

Steven S. Vrooman, *associate professor of communication studies.*
B.A., Loyola Marymount University; M.A., Arizona State University (Tempe); Ph.D., Arizona State University Hugh Downs School of Human Communication (Tempe). 2000-

Germaine Paulo Walsh, *associate professor of political science.*
B.A., University of San Francisco; M.A. University of California, Santa Barbara; Ph.D., Fordham University. 1992-

David Wasmund, *professor of chemistry, Adolph Krause Professorship in Natural Science.*
B.S., University of Washington; Ph.D., Southern Illinois University. 1976-

Joan Alice Williams, *assistant professor of education.*
B.S. University of North Texas; M.S., Texas State University; Ph.D., Texas Woman's University. 2002-

Linda F. Wilson, *associate professor of mathematics and computer science.*
B.S., Duke University; M.S.E., Ph.D., The University of Texas at Austin. 2004-

PART-TIME AND ADJUNCT TEACHING FACULTY

Larry Tim Bauerkemper, *instructor of theology.*
B.A., Texas Lutheran University; MDiv. Trinity Lutheran Seminary.

Angus Bennett, *assistant professor of English.*
B.A., Elan University; MFA, University of Iowa.

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B.A., Southwestern Illinois University; M.A.T., Southwest Texas State University.

Janell Kay Brigham, LSSA *adjunct faculty.*
B.A., M.S., Lamar University.

William Campaigne, *adjunct assistant professor of biology.*
B.A., Austin College; B.S., Texas A&M University; D.V.M., Texas A&M University.

Winfred N. Carroll, *assistant professor of business.*
B.A.E., Georgia Tech; M.S., University of Dayton; Ph.D., Texas A&M University.

Carol Chambers, *instructor, School of Music.*
B.M., Texas Tech University; M.M., Northwestern University.

Lucie Duranceau Church, *instructor of art.*
B.A. Marianopolis College, Montreal; M.A., Universite de Montreal; B.F.A., Sir George Williams University, Montreal; M.A., Concordian University, Montreal.

Maria Diocares, *instructor of Spanish.*
B.A., M.A., Texas State University.

Vickie De La Rosa, *instructor of mathematics and information systems.*
B.A., Texas Lutheran University; B.S., M.S., M.A., Texas State University.

Drew Charles Engelke, *instructor of geography.*
B.S.,M.A., Texas State University.

Edward John Gesick, Jr., *instructor of history.*
B.A., Texas A&M University; M.Ed., Boston University.

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B.M.E., Northwestern University; M.M., University of Notre Dame.

Kathryn D. Hauschild, *LSSA adjunct instructor.*
B.A., Texas Lutheran University; Master of Liberal Arts in History, St. Edward's University.

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B.S., University of Illinois, Urbana-Champaign; M.Div. Lutheran Seminary Program in the Southwest.

Gary L. Henry, *assistant professor of psychology.*
B.S., Stephen F. Austin State University; M.S. and Ed.D., Baylor University.

Kirsten Legore, *assistant professor in the department of political science and sociology.*
J.D., Baylor School of Law.

Robert C. Marshall, *instructor of history.*
B.S., University or Redlands, California; M.A., Texas State University.

DonLouise M. Martens, *visiting instructor of kinesiology.*
B.A., Bethel College; M.Ed., Texas State University.

Eric J. Martin, *instructor, School of Music.*
B.M., University of North Texas; M.M., Texas State University.

Scott McDonald, *instructor, School of Music.*
B.M.E., Texas Tech; M.E., Texas State University.

Tomas Q. Morin, *assistant professor of English.*
B.A., Texas State University; M.A., Johns Hopkins University;
M.F.A., Texas State University.

Anthony Morris, *instructor, School of Music.*
B.M., University of South Carolina; M.M., University of Texas-Austin.

Michael J. Morris, *assistant professor of business.*
B.A., The University of Texas at Austin; J.D., The University of Texas Law School.

Elisabeth Noelke, *assistant professor of biology.*
B.S., B.A., M.S., Tulane University of Louisiana; M.D., The University of
Texas Health Science Center at Houston.

Larry Noggle, *assistant professor of mathematics.*
B.A., Simpson College; M.S., Ph.D., Ohio State University.

Kyle David Olson, *assistant professor of art.*
B.F.A., Midwestern State University; M.F.A., University of Nebraska.

Gyongyi Pisak, *assistant professor of English.*
B.A., Kossuth Lajos University; Ph.D., Emory University.

Michael Rawn, *assistant professor of art.*
B.A., Texas Lutheran University; M.F.A., University of Cincinnati.

Ruben James Reyes, *assistant professor of criminal justice.*
B.A., Texas Lutheran University; J.D., St. Mary's School of Law.

Jill Rodriguez, *instructor, School of Music.*
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B.M.Ed., M.M.Ed., Texas Tech University; D.M.A. The University of Texas at Austin.

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B.M., M.A., The University of Texas at Austin.

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B.A., M.A., Ph.D., University of Texas-Austin.

Tiffiny Lee Sia, *assistant professor of psychology.*
B.S., Linfield College; M.S. and Ph.D., Texas Christian University.

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Charles Tim Sivils, *assistant professor School of Music.*
B.M.E., Northeast Louisiana University; M.M., Miami University; D.M.A.,
Ohio State University.

Eugene Smith, *assistant professor of English.*
B.A., Westminster College; M.A., Ph.D., St. Louis University.

Andrea Sokol-Albert, *assistant professor School of Music.*
B.M., Oberlin Conservatory of Music; M.M., D.M.A., The University of Texas at Austin.

Rissa Lee Springs, *instructor of biology*.
B.A., B.S., Texas Lutheran University; M.S., Texas A&M University.

Vanguel Tangarov, *instructor School of Music.*
B.A., M.A., State Academy of Music, Sofia, Bulgaria.

Sal Torres, *assistant professor of art.*
B.F.A., M.F.A., The University of Texas at San Antonio.

Janis Turk, *instructor of English studies.*
B.A., Texas Lutheran University; M.A., Texas State University.

Carolyn S. Turner, *instructor of psychology.*
B.A., Texas Lutheran University; M.A., St. Mary's University.

Ronald Utecht, *professor emeritus of business administration.*
B.B.A., Baylor University; M.B.A., Ph.D., Arizona State University.

Gloria R. Velasquez, *instructor of Spanish.*
B.A., , M.P.A., M.A., Texas State University.

Janet C. Vollmar, *LSSA adjunct faculty*.
B.A., Sam Houston State University; M.S., University of Houston.

Scott Walker, *assistant professor of geography.*
B.A., Sam Houston State; M.A., Texas State University; Ed.D., Curtin University.

Rachel Walsh, *instructor of Hebrew*.
B.S., Texas State University; M.A., The University of Texas at San Antonio.

Robert Warren, *assistant professor, School of Music.*
B.M., M.M., D.M.A., The University of Texas at Austin.

Pat Kelley Watkins, *assistant professor of education.*
B.S., McMurry University; M.A., University of Texas at Permian Basin.

Gerald A. Weers, *instructor of art.*
B.A., Texas Lutheran University.

Steven White, *adjunct faculty.*
B.S., University of Southwestern Louisiana; M.D., Louisiana State School of Medicine.

Paul Anthony Wilson, *instructor of philosophy.*
B.A., M.A., Texas State University; M.A., Texas A&M University.

Leigh Ann Woodard, *instructor, School of Music.*
B.M., Miami University; M.M., Arkansas State University.

Kathryn M. Yandell, *professor emeritus of kinesiology.*
B.S., M.A., Texas Woman's University; Ph.D., University of Texas-Austin.

ENDOWED CHAIRS

The Jesse H. Jones Chair in Business Administration. The first endowed chair at Texas Lutheran University was made possible in 1978 by a grant from Houston Endowment Inc. of Houston, the largest private foundation in the state. The chair honors the memory of Jesse H. Jones, a former Houston businessman, publisher and founder of Houston Endowment. A veteran of many years of government service, Mr. Jones at one time headed 39 federal bureaus and agencies. During the years of World War II, he served as chairman of the Reconstruction Finance Corporation, Federal Loan Administrator, and Secretary of Commerce under President Franklin D. Roosevelt.

The Dr. Frederick C. Elliott Chair in Health, Fitness, and Nutrition. Established in 1978, this chair honors the late Dr. Frederick Elliott, former executive director of the Texas Medical Center. Two major gifts from the M. G. and Lillie A. Johnson Foundation and Mrs. Lillie Johnson of Wharton, funded the chair. The holder of the Elliott Chair directs the university's Krost Life Enrichment Program. It helps young people establish a pattern of living that will be conducive to good mental, spiritual, and physical health.

The Jo Murphy Chair in Education. The endowed chair in education was established in 1988 through a grant from Houston Endowment Inc. of Houston. The chair honors Mrs. Jo Murphy, vice president and trustee of Houston Endowment, which she has served since 1943. Mrs. Murphy, a long-time friend of Texas Lutheran, has been active in church and civic affairs in Houston.

The Mary Gibbs Jones Chair in Choral Music. Endowed in 1989 by Houston Endowment, the chair honors the memory of Mary Gibbs Jones, wife of the late Jesse H. Jones. Mrs. Jones was an indefatigable advocate of the performing arts in Houston and played a leading role in founding the Houston Symphony Orchestra.

The Lutheran Brotherhood Chair for Religious Life. The chair was established as a result of a major challenge grant made in support of Lutheran Higher Education. The Lutheran Brotherhood Board of Directors issued the challenge in 1990 to endow the campus pastor's position and to increase the endowment for scholarships. With a generous grant from the Palm Valley Lutheran Church Endowment and numerous contributions from churches, friends, and alumni of TLU, the provisions of the grant were met in 1995.

The Anita Windecker Chair. In 2000, Carla A. Blumberg, a 1971 graduate of Texas Lutheran University, established this chair to honor Anita Windecker whose professional achievements included 50 years of service as a distinguished member of TLU's faculty and founder of the Mid-Texas Symphony. This is the first chair funded by a TLU alumna. Responsibilities of the chairholder include leadership in building a strong orchestral program at TLU and the willingness to participate in the rehearsals and performances of the Mid-Texas Symphony.

PROFESSORSHIPS

The Baenziger Professorship in Music. This professorship was established in 1983 by Mr. and Mrs. Harold Baenziger of Seguin. Harold and the late Ethel Baenziger have been notable church, business, and civic leaders in the Seguin area for decades.

The Elton Bohmann Professorship in Business Administration in Accounting. When Texas Lutheran alumni who had been students of Professor Bohmann learned of his planned retirement in 1987, they decided to establish this professorship to honor him. In Professor Bohmann's 30 years on the faculty of Texas Lutheran, he has served as a mentor to more than 1,100 business and accounting graduates.

The Claryce Bohls Professorship in Economics. A bequest in 1993 from the estate of Dr. Sidney Bohls funded this professorship that honors the memory of his wife, Mrs. Claryce M. Bohls. Mrs. Bohls was a medical technologist and instrumental in developing early awareness of public health in South Texas.

The Sidney Bohls Professorship in Biology. An estate gift of Dr. Sidney William Bohls of Austin, Texas, established this professorship in 1993 to give recognition to excellence in the teaching of biology. A prominent pathologist and medical researcher, Dr. Bohls became a leader in both preventive medicine and public health.

The Gembler Fellowship. This fellowship was established in 2005 from the estate of Verner Gembler.

The Leif Johnson Professorship in Business Administration. This professorship was established in 1990 by the late Mr. and Mrs. Leif Johnson of Austin as a major contribution to the Gateway to Century II Campaign. Leif Johnson also served as chair of the Lutheran Foundation of the Southwest, a foundation which provides assistance to Lutheran agencies across the state.

The Kieffer Kinesiology Fellowship. The Kieffer Kinesiology Fellowship was established in 2002 from the estate of George Kieffer. Mr. Kieffer was a long time faculty member at Texas Lutheran.

The Kieffer Science Fellowship. The Kieffer Science Fellowship was established in 2002 from the estate of George Kieffer. Mr. Kieffer was a long time faculty member at Texas Lutheran.

The Adolph L. Krause Professorship in Natural Science. Established in 1986 from a portion of the estate of Adolph Krause, this professorship recognizes the importance of teaching students who are majoring in the natural sciences. Mr. Krause and his wife Lillie resided in Beasley, Texas, where they were active in church and civic affairs.

The Lillie Krause Professorship in Social Science. This professorship was established in 1986 from a portion of the Lillie Krause estate. This professorship recognizes outstanding teaching in the social sciences.

The Pastor Gerhard A. and Marion Poehlmann Professorship in Theology. Through gifts made during his lifetime and through his estate, Pastor Poehlmann, a TLU graduate, established this professorship as a memorial to his wife, Marion Steurmer Poehlmann, and to him in 2000. The couple's ministry included congregations in San Antonio, Fredericksburg, and Corpus Christi.

XII
Appendix

ENDOWED SCHOLARSHIPS

Texas Lutheran University has received many gifts to support students. Special scholarship endowments are named in memory or in honor of individuals or organizations when $25,000 or more has been given to the permanent endowment of the university.

Texas Lutheran University is pleased to honor the individuals listed in the scholarships which are presented below. The university also wishes to thank the scholarship donors – individuals, businesses and organizations.

Earnings from these endowments are utilized in funding Pacesetter Scholarships, Academic Excellence Awards, Honor and Annual Scholarships, various fine arts awards, and several other specific scholarships programs (see Scholarships, p. 165).

George T. and Gladys H. Abell
William and Marie Adams
Captain Summer Alpert
Eric V. and Frieda T. Anderson
Tilden and Clara Rea Anderson
O. W. and Emma Arning
Ruth and James Arthur
Cleophus and Claudia Autrey
Thomas and Nancy Ayres
Dexter B. Babcock
Heinie and Frieda Bade
Harold and Ethel Baenziger
Otto and Hermina Baenziger
David Carl Baker
Kenneth and Margaret Barnes
Olga Balderach
Edwin and Barbara Barsachs
Tee Bates Memorial
Baumbach-Dollinger for Overseas Study
George and Joyce Baur
Dr. Earl F. Beard
Paul E. Becker
Benefit of Humanity through the Sciences
Carlos O. Benfer
Lillian K. Bennett
Oliver and Genevieve Berglund
Alfred and Vivian Bergstrom
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
Buster Blumberg
Dan Blumberg
Otto and Eleanora Blumberg
Roberta Blumberg
Clara Itz Bober
Otwin H. and Margaret D. Boecker
Harold and Sherline Bogisch
Leona Bogisch
Martin L. Bogisch
Alvin and Ruth Bohls
C. L. and Meta Bohls
Elton Bohmann
Christian L. and Annie Mae Bradow
William and Ruth Hartmann Brady
Brekken

Governor Dolph Briscoe Presidential Award for Leadership and Service
Esther I. Brittain
Dorothy Ann Brown
Richard Peter Brunner Jr.
Virginia and Martin Burns
Stephen B. and Mildred Cage
Charlotte Carstens
Ruth Cavitt
Anita M. Chambers
Gail A. Sager Chambers Music
Walter and Sue Christiansen
Class of '51
Class of '66
McCormick L. and Louise Jenkins Clifton
Bertha E. Cole
Dr. and Mrs. Martin L. Cole
Cook Family
Robert and Elaine Cordes
B. G. and Lenora Cornelius
Cross United Church of Christ
Dolores Dahl
C. D. and Thecla Dallmeyer
Pastor Herman and Laura Dannhaus
Carlyn December
Dellis-Shaffer
Kenneth Davison Dengel
Edwin and Diana Dentler
Rosa Lee and Alfred Doerfler
Mr. and Mrs. Herbert Eakins
Mr. and Mrs. Robert Eastwood
Rev. Clarence and Faye Ehler Family
Myrtle Ehrig
Eidbo Family
Erik Ekenstam
Paul and Peggy Elton
Emanuel's Lutheran Church
Harry Henry Engelking
Armine C. Ernst
Otto and Lillian Esse
Gladys and Howard Ezell
Milton and Evangeline Falkenberg
Dr. and Mrs. Lorence Feller
A. M. and Alma Fiedler
First Lutheran Church of Corpus Christi
Ray C. Fish
William H. Fix
William and Jeanette Flachmeier
Richard and Elsie Frank
Larry and Mary Lee Franklin
Lloyd and Anne Franklin
Francis Morgan Frasher
Allan B. and Myrtle Freeman
Berta Lee Fuchs
Verner Gembler
Albert and Mamie George
Ray Gerhardt
Edna Forke Gibbs
Hugo and Georgia Gibson
Frank Giesber
Giesecke Family
Dr. John F. Gillett
Mabel Ginzel
Agnes and Raymond Glazener
Joey A. Glover
Glueckstal-Elizabeth Lang
Dr. and Mrs. Otto Goedecke
Hugo and Natalie Gohlke
Viola May Schmidt Gold
Mr. and Mrs. F. A. Goldapp
George Gonzales
Otis and Elizabeth Pfluger Graf
Richard Y. and Wilma M. Grant Music
Harry O. and Warren A. Grasso
August and Frieda Gregor
Greehey Family
Guadalupe County Alumni
Gulf Coast Scandinavian Club
Arthur G. Gustafson
Peggy Gustafson
H-E-B
Leah and Monroe Hagn
Ewing Halsell Foundation
Carol A. and Fred G. Hamilton
Elsbeth and Frank Hanisch
H. M. and Pearl C. Harrell
Harry and Cora Hartmann
Kurt and Frances Hartmann
Rev. and Mrs. L. L. Haseley
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Larry W. Hausmann
Edna Ann Hax
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Carl and Sue Hein
Fred and Phina Hein
Dr. Weimar F. and Mrs. Paula I. Hein
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Robert Herres Presidential Award for Leadership and Service
Edna W. Herthal
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Wilson V. and Mary Langner Hill
A. W. Hodde
Elsie B. Hodde
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John A. and Katherine G. Jackson
Winifred Kugel Jacob
Janke Family
August A. and Emily A. Janota
Jaroszewski-Garrett
Dee and Leif Johnson
Ernest L. Johnson
Harold T. Johnson
M. G. and Lillie A. Johnson Foundation
Robert and Erna Jonas
Jesse H. Jones
Mary Gibbs Jones
Martin O. Juel
Ella Kautz
Nathaniel and Alberta Kern
George and Ruth Kieffer
Garfield Kiel
Killson
Alex W. and Katherine F. Klattenhoff
Ida Pfluger and John H. Klattenhoff
Mary Jane Kleven
Walter John Kneten
Knittel
Ole Knutson
Mr. and Mrs. Robert Koennecke
Louis E. Koepsel
Earl and Eleanor Koester
Henry and Stella Koester
Karen Louise Mernitz Kohlenberg
Erwin Kollmann
Diane Elizabeth Kolwes Memorial
Rev. Karl Johann Friedrick Konzack
Benard and Ethel Kraemer
Florence Winter Kramer and J. F. Kramer Sr.
Adolph and Lillie Krause
Kraushaar-Wuest
I. B. and Pearl Pfluger Krienke
Bertha Kruse Memorial
Ed Kruse
Mr. and Mrs. Howard Kruse
Max F. and Alvina Klattenhoff Kuempel
Paul and Paula Kummer
Labatt
Edwin and Bertha Lammert
Charles Landgraf
Elsie B. Lang
Lang Language
Langner Family
Lawrence and Evelyn Latour
Dora V. Layman
Christian A. and Edith H. Lehne
Hugo A. Leissner
Alvin and Alma Lieke
Arthur F. Lind
James and Anna Becker Lindemann
Milton and Adela Lindemann
Janis and Darrell Lochte Hill Country Scholars Fund
Nancy Loeffler Presidential Award for Leadership and Service
Walter and Ida Sprain Loeffler
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Debbie Sager Lucas
Edmond H. Luck
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Lutheran Students Leadership
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John D. McClusky
Macie M. Melvin
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New Century Energies
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Morine Nyquist
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John and Sophia Oestreich
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Adolph and Erna Solmky
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Ferdinand Tatsch
Werner and Dorthy May Teggeman
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Pastor Charles Treptow
Henry F. and Marilyn Treptow
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Tyson Foods
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Ultramar Diamond Shamrock
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Bill and Ruby Walter
Carl and Julia Weden
William and Luella Wegner
Weinert German
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Verl "Jiggs" Westergard
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Roland Merriman Willis and Meta Nemkey Willis
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Richard W. Willmann
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Rev. Walter O. and Hattie Wolf
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Woodling Family Accounting
Herbert and Margaret Woytek
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Heinz C. and Louise D. Ziehe
Ruby L. and Joseph A. Zorn
Zorn-Brookover

XIII
Academic Calendar 2007-2008

FALL 2007

August 20-24	Mon.-Fri.	Late Registration
August 21	Tuesday	First day of class
August 24	Friday	Last day to add a course
September 3	Monday	Labor Day Holiday
October 11-12	Thurs.-Fri.	Mid-semester break
November 21-25	Wed.-Sun.	Thanksgiving Holiday
December 5	Wednesday	End of Classes
December 6	Thursday	Reading Day
December 6-12	Thurs.-Wed.	Final Exams
December 15	Saturday	Graduation

SPRING 2008

January 14-18	Mon.-Fri.	Late Registration
January 15	Tuesday	First day of class
January 18	Friday	Last day to add a course
January 21	Monday	Martin Luther King Holiday
March 15-24	Sat.-Mon.	Spring Break/Easter Break
March 23	Sunday	Easter Sunday
March 25	Tuesday	Class resumes
April 30	Wednesday	End of Classes
May 1	Thursday	Reading Day
May 1-7	Thurs.-Wed.	Final Exams
May 10	Saturday	Graduation

continued

MAY TERM

May 14	Wednesday	May Term Begins
May 26	Monday	Memorial Day Holiday
May 29	Thursday	May Term Ends

SUMMER TERM A

June 2	Monday	Summer A Term Begins
June 27	Friday	Summer A Term Ends

SUMMER TERM B

July 1	Tuesday	Summer B Term Begins
July 4	Friday	Fourth of July Holiday
July 30	Wednesday	Summer B Term Ends

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TEXAS LUTHERAN UNIVERSITY MAP

1. Beck Center
2. Langner Hall
   - Fiedler Museum & Rock Garden
   - Mexican American Studies Center
3. Schuech Fine Arts Center
   - Wupperman Little Theatre
   - Ayers Recital Hall
   - Annetta Kraushaar Gallery
4. Blumberg Memorial Library
5. Alumni Student Center
   - Bookstore
   - Post Office
   - Snack Bar
6. Chapel of the Abiding Presence, Weinert Memorial
7. Tschoepe Hall
8. Baldus Hall
9. Trinity Hall
10. Clifton Hall
    - Health Center
11. Emma Frey Hall
12. Moody Science Hall
13. Krost Center
14. Stuermer Hall
15. Lange Hall
16. Brandes Hall
17. Kramer Hall
18. Steger Hall
19. Jackson Auditorium
20. President's Residence
21. Strunk Hall
22. Renger Hall
23. Linne Hall
24. Hahn Hall
25. Kraushaar Hall
26. Knutson Hall
27. Jones Physical Education Complex
    - Mabee Aquatic Center
    - Memorial Gymnasium
    - Tostengard Activity Center
28. Grossman Fitness Center
29. Kieffer Kinesiology Lab
30. Marvin L. Rinn Field House
31. Central Plant
32. Maintenance Buildings
33. Glazener Apartments
34. Hein Dining Hall
35. Leona Bogisch Apartments
    - Police Department
36. Center for Servant Leadership, Campus Ministry, Church Relations
37. Seguin Hall
38. Lutheran Ministry Center
39. Fritz Homestead
40. Student Activity Center

A. Martin Luther Sculpture
B. Alumni Park
C. Three Graces Sculpture
D. Brandes Plaza
E. Joe K. Menn Plaza
F. Sandlot Volleyball Courts
G. Gustafson Soccer Field
H. Katt-Isbel Baseball Field
I. Morck Softball Field
J. Tennis Courts
K. Intramural Fields
L. Krost Fitness Trail
M. Jackson Park
N. Golf Practice Area
O. George Kieffer Football Practice Field
P. Streng Chapel Plaza

Designated parking* (gray areas on map), 7:30 a.m.-4:00 p.m., Monday through Friday (Please observe signs specifying areas within each lot.)

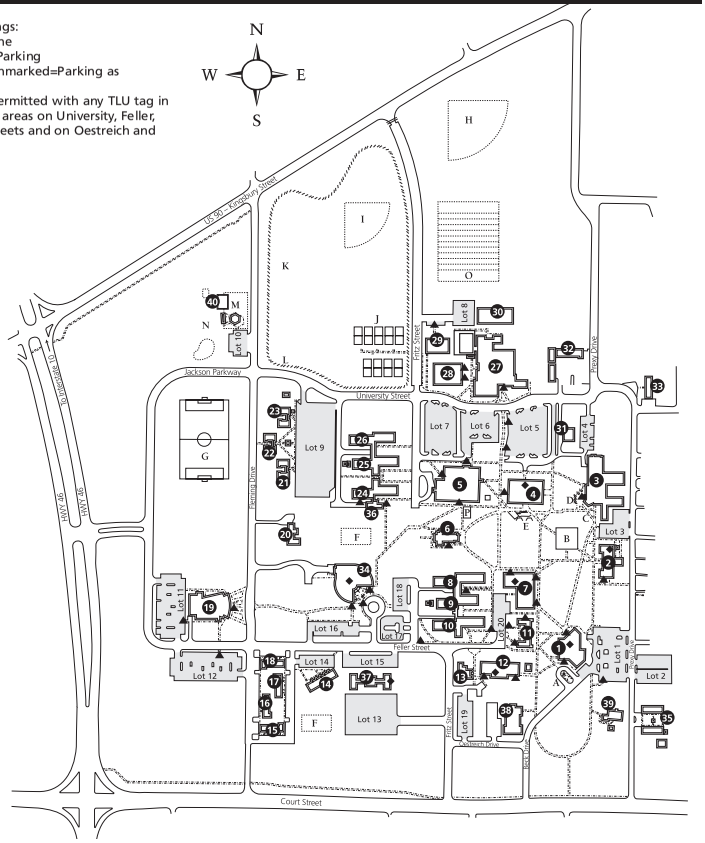
Visitor Parking Lots:
1, 2, 7, 8, 10, 11, 12, 16

Commuter Parking Lots:
1, 2, 4, 5, 7, 10, 11, 12, 19

Resident Parking Lots:
7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 20

Faculty/Staff Parking Lots:
1, 2, 3, 4, 5, 6, 8, 19, 20

Wheelchair accessible areas:
◆Elevator
▲Ramp

* Lot 6, between the Alumni Student Center and the Jones Complex, is considered an open parking lot between the hours of 2 p.m. and 7:30 p.m. except for the visitor slots.

Curb Markings:
Red=Fire Lane
Yellow=No Parking
White, or Unmarked=Parking as Specified
Parking is permitted with any TLU tag in appropriate areas on University, Feller, and Fritz Streets and on Oestreich and Beck Drives.