

# SCHREINER UNIVERSITY

## 2026 – 2027 CATALOG



### WHO WE ARE

At Schreiner University, students enter with hope and leave with achievement. We are a diverse, fiercely independent university. We are affiliated by choice and covenant with the Presbyterian Church (USA) with a main campus in the Texas Hill Country and first year campuses throughout the state.

### WHAT WE DO

Schreiner University provides students with a personalized, integrated, and holistic educational experience that prepares them for meaningful work and purposeful lives in a changing global society.

### WHY WE DO IT

*Because Schreiner always has been a place of opportunity, all students are recognized as uniquely valuable and capable of excellence;*

- This diversity of people and thought will thrive only in a setting of open, civil discourse;
- In the undergraduate program, every student should have the opportunity to develop intellectually, physically, spiritually, and socially;
- In the undergraduate and graduate programs, every student should have the opportunity to develop the capacity for life-long learning and service to society in order to participate successfully in the global world; *and*
- Across all our educational programs, we should develop thoughtful, productive, and ethical citizens.

## **WHERE WE'RE GOING**

By 2030, Schreiner University will continue to preserve, challenge, and expand the story of Texas as its 2,030 students participate in the most unique curricular and co-curricular set of offerings in the State, including opportunities in talent and workforce development, undergraduate degrees, and graduate programs. Having earned recognition as a university that promotes social and economic mobility, Schreiner alumni will identify their time at the school as key to their personal and professional development.

This catalog contains pertinent information concerning academic requirements, educational and social opportunities, financial and other regulations of Schreiner University for the academic year specified. This catalog does not constitute a contract, express or implied, between the student and the University. The final responsibility for meeting University requirements and abiding by University regulations rests with the student and therefore the student should study and become familiar with the provisions.

## **EQUAL OPPORTUNITY AND TITLE IX POLICY**

In accordance with applicable provisions of law, Schreiner University does not discriminate in admissions, educational programs, extra-curricular programs or employment against any individual on the basis of that individual's race, color, sex, sexual orientation, religion, age, disability, veteran status or ethnic origin. Exceptions may be made if a bona fide occupational qualification applies. Inquiries/complaints should be forwarded to the Title IX Coordinator, Dr. Matt Goodwyn or phone (830) 792-7330.

The mission statement of Schreiner University affirms the university's long-standing commitment to serve a diverse community. Included in this commitment are ongoing efforts to make the learning resources of the university accessible to students with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973, Schreiner University provides academic adjustments/auxiliary aids for students with physical/medical, learning, and psychological disabilities.

It is the policy of this University that no student, faculty or staff member with AIDS or HIV antibodies shall be discriminated against in his/her relationship with the University. Persons with AIDS or HIV antibodies shall not be denied admission or employment based on the diagnosis of AIDS or HIV antibodies. Health Services shall provide a referral list of HIV testing and counseling resources. Persons with HIV infections are encouraged to inform the campus nurse to enable the University to provide them proper medical care, support, counseling and education. This information will be handled in a strictly confidential manner, consistent with the treatment of other medical disorders or illnesses.

The Drug-Free Schools and Communities Act of 1989, Section 22, requires that Schreiner University maintain a drug-free school and campus. In compliance with the Act, the University's Drug-Free School and Campus Policy is: The unlawful manufacture, distribution, dispensing, possession, or the unlawful use of alcohol and/or a controlled substance is prohibited on the campus or any other property under the control of Schreiner University and at University sponsored events. Violation of this policy will necessitate appropriate disciplinary action against such an employee or student, up to and including termination or expulsion. Appropriate disciplinary action may also include, but is not limited to probation, and/or requiring such employee or student, at the individual's expense, to participate satisfactorily in a drug assistance or rehabilitation program approved by the University.

## STUDENT COMPLAINT PROCEDURE

The Schreiner University Board of Trustees affirms the right of each student to seek relief from conditions which the student believes to be unfair, inequitable, discriminatory, or a hindrance to effective academic progress. The complaint policy applies to all current and prospective students but does not apply to situations concerning initiation or modification of Board policy and/or situations for which there is a separate internal appeal process (e.g., Judicial Board process for conduct code violations).

**For complaints regarding an academic issue, please contact the dean of the faculty.** If the matter is not resolved, please contact the Vice President for Academic Affairs – Dr. Jared Montoya.

**For complaints regarding a student life or admission issue, please contact** the director or dean of the respective department. If the matter is not resolved, please contact Dr. Matt Goodwyn for student life issues or Mr. Alan Liebrecht for admission issues.

## COMPLAINT DEFINITION

A complaint is an allegation by a student or a prospective student that there has been a violation, misinterpretation, misapplication, discriminatory application or unreasonable application of a University policy, procedure, rule or regulation. Student grievances shall contain a written statement of the complaint and a statement of what the student considers a sufficient remedy of the complaint.

## POLICY

It is the policy of Schreiner University that students be assured the right to file legitimate complaints and to follow established formal procedures without censure or reprisal.

A complaint must be brought to the hearing officer (i.e. dean or vice president) within ten (10) working days of the action. The hearing officer will provide a written decision to the student within 30 days.

Students may appeal a dean's or director's decision to the respective vice president within ten (10) days of the action.

The vice president will make a determination on an appeal within 30 days and will provide written notification to both the student and the dean. The vice president's decision will be final and binding on all parties.

If a complaint is not satisfactorily resolved internally, the student may then file a complaint with the appropriate state agency and accrediting agency. Students receiving face-to-face instruction at Schreiner University contact the Consumer Protection Division at the Office of the Attorney General of Texas and/or the University's accrediting agency, The Commission on Colleges and Universities – SACSCOC. **Texas Attorney General**, PO Box 12548 Austin, TX 78711-2548 [ken.payton@texasattorneygeneral.gov](mailto:ken.payton@texasattorneygeneral.gov) (800) 252-8011 or (512) 475-4413.

**The Commission on Colleges and Universities – SACSCOC**, 1866 Southern Lane, Decatur, GA 30033-4097 (404) 475-4413.

**Students receiving distance learning** out-of-state may contact the appropriate state agency in their state of residence and/or the University's accrediting agency, The Commission on Colleges and Universities – SACSCOC.

Inquiries concerning this policy may be referred to the Director of Human Resources, phone (830) 792-7375.

The University reserves the right to change, without notice but subject to policies stated elsewhere in this catalog, requirements and regulations as necessitated by faculty, administrative, and/or trustee action.

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# CORRESPONDENCE AND OFFICE HOURS

Administrative offices are open Monday through Friday, 8:00 A.M. to 5:00 P.M.

Visitors are always welcome. Arrangements for visits should be made through the Office of Admission (830) 792-7217.

Schreiner University personnel are pleased to answer inquiries. Our address is Schreiner University, 2100 Memorial Blvd., Kerrville, TX 78028, and our telephone number is (800) 343-4919.

*Correspondence and/or phone calls may be directed as follows:*

|                                                |                                     |
|------------------------------------------------|-------------------------------------|
| Admission, Visits, Interviews .....            | Office of Admission                 |
| Academic Matters .....                         | Vice President for Academic Affairs |
| Student Financial Aid and Loans .....          | Director of Financial Services      |
| Student Life, Residence Life, Counseling ..... | Dean of Students                    |
| Gifts and Bequests .....                       | Vice President for Advancement      |
| Expenses .....                                 | Financial Services                  |
| Campus Safety and Security .....               | 24-Hour Security (830) 739-1111     |

*Additional department contact information may be found on our website:*

***[www.schreiner.edu](http://www.schreiner.edu)***





# ACADEMIC CALENDAR 2026-2027

## FALL 2026

|           |            |                                                                                       |
|-----------|------------|---------------------------------------------------------------------------------------|
| Aug 18    | Tuesday    | Convening Session                                                                     |
| Aug 19    | Wednesday  | Freshmen Move-in                                                                      |
| Aug 19-23 | Wed – Sun  | Mountaineer Camp                                                                      |
| Aug 20-21 | Thur – Fri | Faculty In-Service                                                                    |
| Aug 21    | Friday     | New undergraduate student orientation/<br>late registration                           |
| Aug 22-23 | Sat – Sun  | Returning Student Move-in                                                             |
| Aug 24    | Monday     | Fall 15-Week; Fall A: Undergraduate,<br>Graduate, and VN J3: Classes Begin            |
| Aug 25    | Tuesday    | Fall A (MBA;MSN; RN-BSN): Last day to<br>add, change or drop a course without a grade |
| Aug 26    | Wednesday  | 104th Academic Convocation –<br>Classes not in session                                |
| Aug 28    | Friday     | Fall 15-week: Last day to add, change or drop<br>a course without a grade by 3pm      |
| Sep 7     | Monday     | Labor Day Holiday – Classes not in session                                            |
| Sep 17    | Thursday   | Fall 15-week: 4 week grades due                                                       |
| Sep 18-20 | Fri – Sun  | Family Weekend                                                                        |
| Sep 22    | Tuesday    | Fall A: Last day to withdraw from a course,<br>3 pm                                   |
| Sep 26    | Saturday   | Schreiner Saturday                                                                    |
| Oct 3     | Saturday   | Homecoming                                                                            |
| Oct 9     | Friday     | Fall A: Last day of classes                                                           |
| Oct 9     | Friday     | Fall A: Final Exams                                                                   |
| Oct 9     | Friday     | Fall A: Term ends                                                                     |
| Oct 12-13 | Mon – Tues | Fall Break – Classes not in session                                                   |
| Oct 14    | Wednesday  | Fall B: Classes begin                                                                 |
| Oct 15    | Thursday   | Fall 15-week: Midterm grades due                                                      |
| Oct 15    | Thursday   | Fall B: Last day to add, change or drop a<br>course without a grade                   |
| Oct 24    | Saturday   | Schreiner Saturday                                                                    |
| Nov 3     | Tuesday    | Early registration for Winter and<br>Spring Semester                                  |
| Nov 12    | Thursday   | Fall 15-week; Fall B: Last day to withdraw<br>from a course, 3 pm                     |
| Nov 25-27 | Wed – Fri  | Thanksgiving Holiday – Classes not in session                                         |
| Dec 5     | Saturday   | Schreiner Saturday                                                                    |
| Dec 9     | Wednesday  | Fall 15-week; Fall B: Last day of classes                                             |



|           |            |                                                              |
|-----------|------------|--------------------------------------------------------------|
| Dec 10-11 | Thur – Fri | Fall 15-week; Fall B: Final Exams                            |
| Dec 14-15 | Mon – Tues | Fall 15-week; Fall B: Final Exams                            |
| Dec 15    | Tuesday    | Fall 15-week; Fall B; VN J3 : Term ends                      |
| Dec 16    | Wednesday  | Fall 15-week; Fall B: Grades Due                             |
| Dec 18    | Friday     | Graduate, Undergraduate & Vocational<br>Nursing Commencement |

### WINTER TERM 2026

|        |         |                                                             |
|--------|---------|-------------------------------------------------------------|
| Dec 21 | Monday  | Undergraduate classes begin                                 |
| Dec 22 | Tuesday | Last day to add, change or drop a course<br>without a grade |
| Jan 12 | Tuesday | Last day to withdraw from a course, 3 pm                    |
| Jan 15 | Friday  | Final Exams, Term ends                                      |

### SPRING 2027

|           |           |                                                                                |
|-----------|-----------|--------------------------------------------------------------------------------|
| Jan 15    | Friday    | New undergraduate student orientation/<br>late registration                    |
| Jan 18    | Monday    | Martin Luther King Holiday                                                     |
| Jan 19    | Tuesday   | Spring 15-Week; Spring A: Undergraduate,<br>Graduate, and VN J1: Classes Begin |
| Jan 20    | Wednesday | Spring A: Last day to add, change or drop a<br>course without a grade          |
| Jan 22    | Friday    | Spring 15-week: Last day to add, change or<br>drop a course without a grade    |
| Feb 6     | Saturday  | Admit Day                                                                      |
| Feb 16    | Tuesday   | Spring 15-week: 4 week grades due                                              |
| Feb 19    | Friday    | Spring A: Last day to withdraw from a course,<br>3pm                           |
| Mar 5     | Friday    | Spring A: Last day of class                                                    |
| Mar 5     | Friday    | Spring A: Final Exams                                                          |
| Mar 5     | Friday    | Spring A: Term Ends                                                            |
| Mar 6     | Saturday  | Admit Day                                                                      |
| Mar 9     | Monday    | Spring B: Classes begin                                                        |
| Mar 9     | Tuesday   | Spring B: Last day to add, change or drop a<br>course without a grade          |
| Mar 11    | Thursday  | Spring 15-week: Midterm grades due                                             |
| Mar 15-19 | Mon – Fri | Spring Break – Classes not in session                                          |
| Mar 26    | Friday    | Good Friday – Classes not in session                                           |
| Apr 6     | Tuesday   | Early registration for Fall Semester                                           |
| Apr 15    | Thursday  | Spring 15-Week; Spring B: Last day to<br>withdraw from a course, 3pm           |

|           |            |                                                              |
|-----------|------------|--------------------------------------------------------------|
| Apr 16    | Friday     | Student Academic Achievement Showcase                        |
| Apr 23-25 | Fri – Sun  | Recall                                                       |
| May 4     | Tuesday    | Spring 15-Week; Spring B: Last day of classes                |
| May 5     | Wednesday  | Reading Day                                                  |
| May 6-7   | Thur – Fri | Spring 15-Week; Spring B: Final Exams                        |
| May 10-11 | Mon – Tue  | Spring 15-Week; Spring B: Final Exams                        |
| May 11    | Tuesday    | Spring 15-Week; Spring B; VN J1: Term Ends                   |
| May 12    | Wednesday  | Spring 15-Week; Spring B: Grades Due for graduating students |
| May 14    | Friday     | Graduate and Undergraduate Commencement                      |
| May 16    | Sunday     | Spring 15-Week; Spring B: Grades Due                         |

### SUMMER 2027

|            |            |                                                                                        |
|------------|------------|----------------------------------------------------------------------------------------|
| May 17     | Monday     | Summer A 7-week: MBA, MSN, RN-BSN, VN J2: Classes Begin                                |
| May 18     | Tuesday    | Summer A 7-week: Last day to add, change or drop a course without a grade              |
| May 31     | Monday     | Memorial Day Holiday                                                                   |
| June 1     | Tuesday    | Summer I 5-week: Undergraduate and MED. – Classes Begin                                |
| June 2     | Wednesday  | Summer I 5-week: Last day to add, change or drop a course without a grade change       |
| June 24-26 | Thur – Sat | Mountaineer Days 1 – New Student Orientation                                           |
| June 17    | Thursday   | Summer I; A: Last day to withdraw from a course, 3pm                                   |
| June 18    | Friday     | Juneteenth Holiday                                                                     |
| July 15-17 | Thur – Sat | Mountaineer Days 2 – New Student Orientation                                           |
| July 1     | Thursday   | Summer I; A: Final Exams, Term Ends                                                    |
| July 4     | Monday     | Independence Day Observance Holiday                                                    |
| July 6     | Tuesday    | Summer II (5-week); B: Undergraduates, MBA, MSN, RN-BSN – Classes Begin                |
| July 7     | Wednesday  | Summer II (5-week); B: Last day to add, change or drop a course without a grade change |
| July 22    | Thursday   | Summer II (5-week): Last day to withdraw from a course, 3pm                            |
| Aug 6      | Friday     | Summer II (5-week): Final Exams, Term Ends                                             |
| July 29-31 | Thur – Sat | Mountaineer Days 3 – New Student Orientation                                           |
| Aug 6      | Friday     | Summer B (7-week): Last day to withdraw                                                |
| Aug 20     | Friday     | Summer B (7-week): Final Exams, Term ends; VN J2: Term Ends                            |

# INTRODUCTION TO SCHREINER UNIVERSITY

**SCHREINER UNIVERSITY** is a Texas non-profit corporation and is independently governed. A co-educational institution, Schreiner University is accredited by The Commission on Colleges and Universities – SACSCOC to award associate, baccalaureate, and masters degrees. Questions about the accreditation of Schreiner University may be directed in writing to The Commission on Colleges and Universities – SACSCOC at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on the Commission website ([www.sacscoc.org](http://www.sacscoc.org)). The University also holds accreditation by the Texas Board of Nursing, the Commission on Collegiate Nursing Education and is approved by the Educator Certification and Standards Division of the Texas Education Agency (TEA) teacher certification programs. Documents pertaining to accreditation may be reviewed in the office of the appropriate director of the program.

The University holds membership in the following organizations: the American Association for Higher Education, The American Council on Education, the Association of Presbyterian Colleges and Universities, the National Association of Independent Colleges and Universities, the Association of Texas Colleges and Universities, and the Independent Colleges and Universities of Texas.

## WHERE WE CAME FROM

Named after the Texas Ranger and “Father of the Hill Country” who provided the original land and endowment for the school in 1923, Schreiner University is a product of the soil in which it was grown. Captain Charles Schreiner immigrated to Texas as a teenager and lost his parents soon after he arrived. Through hard-work and commitment, he built a livestock, retail, and banking empire in Kerr County, the heart of the Texas Hill Country. His story, like those of so many other Texans, is one of courage, strength, hope, and resolve. Though the odds were against him, Captain Schreiner had a vision of vibrant and diverse Texas Hill Country that included a school education young men – and later young women – in the military tradition.

Schreiner Institute also grew out of the vision of the Presbytery of Western Texas. In the tradition of the denomination, the Presbytery of Western Texas recognized the people of the Texas Hill Country required a quality education in order for their minds and, therefore, their hearts to be liberated and truly free. As early as 1906, records indicate the Presbytery intended to start a school in Kerrville. In 1923, working alongside Captain Schreiner, it saw that school – Schreiner Institute – become a reality.

Out of the minds and hearts of Captain Schreiner and the Presbytery of West Texas grew the maverick educational institution known today as Schreiner University.

## WHO WE ARE

At Schreiner University, students enter with hope and leave with achievement. We are a diverse, fiercely independent university. We are affiliated by choice and covenant with the Presbyterian Church (USA) with a main campus in the Texas Hill Country and first year campuses throughout the state.

## **MISSION: WHAT WE DO**

Schreiner University provides students with a personalized, integrated, and holistic educational experience that prepares them for meaningful work and purposeful lives in a changing global society.

## **VALUES: WHY WE DO IT**

*Because Schreiner always has been a place of opportunity, all students are recognized as uniquely valuable and capable of excellence;*

- This diversity of people and thought will thrive only in a setting of open, civil discourse;
- In the undergraduate program, every student should have the opportunity to develop intellectually, physically, spiritually, and socially;
- In the undergraduate and graduate programs, every student should have the opportunity to develop the capacity for life-long learning and service to society in order to participate successfully in the global world; *and*
- Across all our educational programs, we should develop thoughtful, productive, and ethical citizens.

## **VISION: WHERE WE ARE GOING**

By 2030, Schreiner University will continue to preserve, challenge, and expand the story of Texas as its 2,030 students participate in the most unique curricular and co-curricular set of offerings in the State, including opportunities in talent and workforce development, undergraduate degrees, and graduate programs. Having earned recognition as a university that promotes social and economic mobility, Schreiner alumni will identify their time at the school as key to their personal and professional development.

## **SCHREINER WILL HAVE ACHIEVED THE FOLLOWING STRATEGIC GOALS:**

**CORE GOAL 1: We will provide our students with transformative learning experiences that support their personal growth, promote excellence in their professional lives and prepare them to serve as effective leaders in their communities.**

**CORE GOAL 2: We will be known as the Hill Country's university whose students pursue purpose and embody the best values of Texas.**

**CORE GOAL 3: We will enroll, retain and graduate students with the capacity to thrive and contribute to their community and the world.**

**CORE GOAL 4: We will achieve a prosperous financial position through operational excellence.**

**CORE GOAL 5: We will continue to invest in the delight of the Campus to further enhance student and community experiences at Schreiner.**

## THE SCHREINER PROMISE

Schreiner University is committed to the advancement of learning and service to society. This is best accomplished in an atmosphere of mutual respect, concern for others, and academic integrity. By choosing to join this community, *I accept the obligation to live by these common values and commit myself to the following principles:*

### AS A MEMBER OF THE SCHREINER COMMUNITY:

- *I will commit myself to the pursuit of knowledge with personal integrity and academic honesty,*
- *I will support a culture of diversity by respecting the rights of those who differ from myself,*
- *I will contribute to the development of a caring community where compassion for others and freedom of thought and expression are valued,*
- *I will honor, challenge and contribute to the scholarly heritage left by those who preceded me and work to leave this a better place for those who follow,*
- *I will enter with hope and leave with achievement.*

By endorsing these common principles,

- *I accept a moral obligation to behave in ways that contribute positively to our campus environment and resolve to support this behavior in others. This commitment is my promise to Schreiner University and its community of scholars.*

## A COVENANT BETWEEN SCHREINER UNIVERSITY AND THE SYNOD OF THE SUN

A Covenant is a traditional agreement made and honored by people of faith, affirming a shared purpose. It affirms mutual trust and concern, in the expectation that each party will remain steadfast in support of these common beliefs, values, and goals.

Schreiner University embodies the conviction that God is glorified in a humanity that is fully alive. We affirm the whole of life as the appropriate subject matter of learning. In company with over sixty Presbyterian-related colleges and universities in America, Schreiner conceives its educational purpose to be an expression of the commitment to love God with all our mind.

Founded in 1923 as Schreiner Institute through the united efforts of Capt. Charles Schreiner and the Presbyterian Church, the University has remained affiliated by choice and by covenant with the Presbyterian Church (U.S.A.) even as its educational role has changed over time. Schreiner University is now a small, primarily residential liberal arts University that carries out its educational purpose in the conviction that the pursuit of knowledge is integral to the Christian mission of worship and service. The pursuit

is undertaken in the context of thoughtful interactions among a diverse community of faculty, staff and students, a process that empowers students to discover and assimilate knowledge in personalized learning experiences. Schreiner University is committed to “learning by heart.”

### **Commitments of the Covenant Partners**

This Covenant is between Synod of the Sun, Presbyterian Church (U.S.A.), and Schreiner University. It is a reaffirmation of our historical commitment to quality education that addresses the spiritual as well as intellectual needs of persons as they prepare to become caring citizens in a complex world. Both the Synod of the Sun and Schreiner University recognize this covenant as the official agreement describing our primary relationship.

#### **By this Covenant:**

1. Schreiner University affirms itself as integral to the mission of the Presbyterian Church (U.S.A.).
2. Schreiner University is committed to the student as a person; accordingly, the University will incorporate ethical character formation as an essential part of the educational experience, and will work with each student to achieve his or her educational potential, by nurturing their intellectual, spiritual, physical and social development.
3. Schreiner University will carry out its educational mission in freedom and integrity, confident as a community of learners that no truth is alien to the truth of God.
4. Schreiner University will offer programs of study in the liberal arts, professional fields and selected graduate disciplines as well as addressing the educational needs of the region.
5. Schreiner University seeks to affirm the values of inclusiveness and diversity in its faculty, staff, student body and trustees.
6. Schreiner University will foster, where feasible, programs that provide leadership for the church and will, when possible, make its facilities available to church-sponsored groups.
7. Schreiner University will provide visible evidence of this covenant relationship with the Synod of the Sun, Presbyterian Church (U.S.A.), including, but not limited to, the following:
  - a) An ecumenical campus ministry program directed by a Presbyterian Church (U.S.A.) Campus Minister
  - b) Consistent representation of campus ministry and church relations at all Board of Trustees meetings
  - c) A director of church relations
  - d) A director of church vocations
  - e) The Presbyterian Heritage Grant program
  - f) The Presbyterian Pan American School Agreement (PASA) program
  - g) The study of religion and a religion major as components of a liberal arts education

- h) Encouraging students to be involved in regular worship, positive co-curricular life, and service to the community

**By this Covenant:**

1. The Synod of the Sun affirms Schreiner University as integral to the mission of the Presbyterian Church (U.S.A.).
2. The Synod encourages its congregations and members to pray for the students, faculty, staff and trustees of the University.
3. The Synod will interpret to its constituents the significant role of Schreiner University in the Church's mission in higher education. The Synod will encourage its constituents to actively support student recruitment and the giving of regular and special benevolent gifts, grants, and bequests to Schreiner University.
4. The Synod will encourage Presbyterian congregations to participate in Schreiner University's Presbyterian Heritage Grant program and Pan American Schreiner Agreement, which benefit students attending the University. The Synod will also support Schreiner University through its annual budget.
5. The Synod will encourage Schreiner University to make regular reports at Synod meetings, through Synod publications and directly to presbyteries, congregations, and individual members within the Synod.
6. The Synod will encourage the use of the Schreiner University campus and resources for Synod and presbytery events.
7. The Synod will provide support for students and staff, whenever possible, to attend regional and national Presbyterian-related events.

**Symbols of this Covenant:**

The Synod entrusts to the Board of Trustees of Schreiner University the responsibility of acting in historical continuity with the expressed purpose of the founders and according to their bylaws.

- A. The Board of Trustees of Schreiner University will provide that a majority of the board at any given time be members in good standing of the Presbyterian Church (U.S.A.).
- B. A representative of the Synod will attend at least one regular stated meeting of the Schreiner University Board of Trustees each year and act as informational liaison between the University and the Synod.
- C. At least annually, a Synod representative will meet with the director of church relations and/or campus minister to review and reflect upon the efficacy of the covenant.
- D. The Synod will appoint a visiting team no less often than each five years and commission this team to visit Schreiner University to examine the covenant relationship, to evaluate the practice by both the University and the Synod of their covenant obligations and to make suggestions concerning the reformation of the covenant relationship.

## SCHREINER IN BRIEF

Schreiner University was founded by Captain Charles Schreiner: pioneer, rancher, banker, merchant, philanthropist. On December 31, 1917, he placed in trust for the establishment of Schreiner Institute one hundred forty and one-fourth acres of land and two hundred fifty thousand dollars “to supply facilities for high grade instruction to boys and young men as a preparation for college and university course work.” The school was to be “owned, maintained, and controlled by the Synod of Texas of the Presbyterian Church of the United States.”

On December 27, 1921, trustees appointed by the Synod of Texas formally received the trust and took steps to erect the first unit of buildings – a classroom building, one dormitory and the president’s home. Under the leadership of James J. Delaney, a faculty was organized and, in September of 1923, the school opened its doors.

For a decade, Schreiner offered to boys and young men (only) a preparatory department and the first two years of college. In 1932, coed residents of the immediate Kerrville vicinity were enrolled as day students. In 1971, women were enrolled as boarding students.

Other change redefined Schreiner’s educational mission. From the beginning, instruction in military training was required for both high school and college students. In 1957, military training was made optional for college students; in 1969, it was discontinued. Two years later, it was also discontinued for high school students. In 1973, phase-out began for the preparatory department, the name of the school was changed to Schreiner College, and the curriculum was broadened to include career education and life-long learning opportunities. In 2001, the Board of Trustees changed the name to Schreiner University.

The transition took Schreiner in one decade from a military preparatory school for men to a fully coeducational, four-year, liberal arts college, which received accreditation as a baccalaureate degree-granting institution in 1984. Largely responsible for the school’s character and reputation, Dr. James J. Delaney served as president twenty-eight years from opening until his retirement in 1950. Genial and tolerant, Dr. Andrew Edington succeeded, serving as president twenty-one years, beautifying, modernizing, and enlarging campus facilities. Continuing a tradition of progressive change while holding to enduring values, Dr. Sam McDowell Junkin, Schreiner’s third president, served for twenty-five years until his retirement in 1996. Dr. J. Thompson Biggers served as the fourth president from 1996-2000. Dr. Junkin returned in 2000 to serve as Interim President. In 2001, Dr. Charles Timothy Summerlin was named the fifth President of Schreiner. Dr. Charlie McCormick was named the sixth President in 2017. The university continues to maintain the strong connection to the Presbyterian Church while strengthening academic programs.

## LOCATION

Approximately sixty miles northwest of San Antonio, Kerrville is the home of Schreiner University. A resort community nestled among the hills of south central Texas and along the Guadalupe River, its nearly 25,000 citizens enjoy generally dry weather, cool nights, and sunny days.

An easy walk from the center of town, the campus is on Texas Highway 27 south and is near Interstate 10. A blend of colonial Georgian and modern architecture, its buildings include five residence halls, two apartment complexes, a library, student activity center, welcome center, an auditorium, an athletic complex, an administration building, and four classroom buildings. Open and pleasing, the surroundings are quiet, the distractions few.





# ADMISSION TO THE UNIVERSITY

Schreiner University admits qualified students without regard to race, sex, color, religion, age, disability, veteran status or national origin. Interested students are strongly encouraged to visit the campus and meet with an admission counselor. A visit may include a campus tour, and/or visits with a faculty member or other staff member.

Application for admission to the University should be addressed to the Office of Admission, Schreiner University, 2100 Memorial Blvd., Kerrville, Texas 78028, or completed at <https://schreiner.edu/admissions/>, [apply.commonapp.org](https://apply.commonapp.org) or [applytexas.org](https://applytexas.org). Questions regarding admission or financial aid should be referred to the Office of Admission, 1-800-343-4919 or (830) 792-7217, or email questions to [admissions@schreiner.edu](mailto:admissions@schreiner.edu).

Qualified students may be admitted at the beginning of the Fall, Spring or Summer terms. See the Academic Calendar for starting dates. *Suggested application deadlines:*

|              |                                  |
|--------------|----------------------------------|
| Fall .....   | May 1 priority; August 1 regular |
| Spring ..... | December 1                       |
| Summer ..... | May 1                            |

Schreiner University admits students on a rolling admission basis. As soon as a file is complete, and all documents are evaluated, an admission decision is made. Exceptions to rolling admission include the Learning Support Services program and the Vocational Nursing program (see the description of these programs for deadlines). It is the responsibility of each applicant to ensure that all required documents are received in the Office of Admissions in a timely manner. All records and transcripts become the property of the University and will not be returned to the student or forwarded to another site.

Once a student accepts an offer of admission, we must have a health form and, if under the age of 25, an immunization record on file in the Health Center. Health and accident insurance is mandatory for all residential students. Students can complete health history and other related health documents through Schreiner One <https://info.schreiner.edu/ics>.

Schreiner University is a member of the National Association for College Admission Counseling (NACAC) and complies with NACAC's Statement of Principles of Good Practice. Schreiner University is a member of the Servicemembers Opportunity Colleges (SOC) and participates in the Concurrent Admissions Program (ConAP).

## FRESHMAN ADMISSION

Students are encouraged to begin the application process in the fall semester of their senior year of high school. It is strongly recommended that students complete a college prep curriculum to fulfill graduation requirements for a high school diploma. Students who complete college courses while in high school (dual credit, co-enrollment, Advanced Placement, etc.) are considered first-time freshman applicants.

The University actively attracts students who are considered a "fit" and capable of being academically successful at Schreiner. Evaluation of an applicant's potential for success and fit include a review of grade-point-average (GPA), rank in graduating class, and any additional documentation provided. Students who graduate in the top 10% of their graduating class will be automatically admitted, regardless of ACT or SAT scores or GPA. An interview with an admission counselor is desirable. *To apply, students must submit the following documents to the Office of Admission:*

1. A completed Application for Admission and \$25 non-refundable application fee (unless waived). Applications are available in the Office of Admission or may be accessed at: <https://schreiner.edu/admissions/>, [applycommonapp.org](https://applycommonapp.org) or [applytexas.org](https://applytexas.org). An essay or comprehensive personal statement is optional. (NOTE: For students applying for our Learning Support Services program, seeking additional services for diagnosed learning disabilities, an essay will be required with the application.)
2. An official high school transcript from an accredited high school showing cumulative grade-point-average and current rank in class. Tentative admission may be granted on sixth or seventh semester transcripts. If a student is home-schooled, transcripts are required to be notarized.
3. Applicants are not required to submit SAT or ACT scores, but may choose to submit test scores if they believe their scores reflect their academic abilities and potential for success. Students who opt to take the SAT should have all scores sent to Schreiner (Schreiner does not participate in score choice.) For SAT scores, Schreiner University will take the highest reading and math sections, regardless of date, to create a superscore. For ACT scores, the highest ACT composite score will be considered.
4. Other items such as letters of recommendation, resume, interview, essay, etc. may be requested to gain a better understanding of a student and their fit at Schreiner University.

*After a student accepts an offer of admission, the must also submit:*

5. If dual credit or co-enrolled credit during high school, an official transcript from each college or university attended.
6. A final high school transcript showing date of graduation.

Freshman applicants who graduate from a non-accredited high school, a home-schooled program, or who earn a GED certificate instead of a high school diploma may be asked, in addition to the above, interview with an admission counselor and submit an essay. A Certificate of Completion is not accepted in place of a high school diploma. However, the applicant must interview with an admission counselor and submit an essay.

## TRANSFER ADMISSION

Students who attempt course-work at an accredited college or university after high school graduation are considered transfer students. At the time the student applies, an evaluation is completed of all attempted work elsewhere. Transfer credit is awarded if the transfer work is comparable to that offered at Schreiner. An interview with an admission counselor is desirable. *To apply, students must submit the following documents to the Office of Admission:*

1. A completed Application for Admission and \$25 non-refundable application fee (unless waived). Applications are available in the Office of Admission or may be accessed at: <https://schreiner.edu/admissions/>, [commonapp.org](https://commonapp.org) or [www.applytexas.org](https://www.applytexas.org). An essay or comprehensive personal statement is required.
2. Applicants with less than 15 semester hours of transferable credit must submit the documents described above for freshman applicants (official high school transcript and optional ACT or SAT scores). These applicants may also qualify for a freshmen merit scholarship based on their qualification.

3. An official transcript of all course work attempted from all accredited colleges attended. Transfer students with a cumulative 2.0 GPA and eligible to re-enroll at the last school attended may be considered for admission.
4. All official Military transcripts of course work completed while on active duty also must be submitted for evaluation. Schreiner may accept classes through DANTES (Guide to the Evaluation of Educational Experiences in the Armed Services) and ACE (American Council of Education).

*Additional guidelines for transferring credit set forth by the Office of the Registrar are detailed below.*

- No credit will be given for repeated, failed, incomplete, withdrawn, remedial or developmental courses.
- The registrar or academically qualified individuals will determine which credits are eligible to be transferred and for which Schreiner University equivalent course.
- GPA is not transferred from other institutions.
- If credit hours are accepted toward a student's overall course credit amount, certain programs at Schreiner University may have additional policies and requirements for courses. For example, the Bachelor of Science in Nursing program requires mathematics and science courses with a B or higher.

In the event that a transferred credit from an accredited institution does not appear to be equivalent to courses at Schreiner University, the Registrar requests the course description in order to confer with faculty in the discipline to determine if coursework and learning outcomes in those courses are at the collegiate level and appropriate for Schreiner University to accept. Faculty make the determination.

## ONLINE RN TO BSN

Schreiner offers a 1-year fully online RN to BSN program for registered nurses who wish to return to school to earn their Bachelors of Science in Nursing. Applicants must meet the admissions criteria and have all the following paperwork submitted to the Office of Admission to be accepted into the program.

1. Have a 2.5 GPA or higher
2. Have an Associate's Degree in Nursing from an accredited college/university
3. Submit all official college transcripts
4. Submit a current, unencumbered license as a Registered Nurse in the United States
5. Complete the online application
6. Pay the \$25.00 application fee (unless waived)

Applicants not meeting all of the above requirements may be admitted on provisional terms.

## FORMER STUDENTS

A former Schreiner student who has not been enrolled for two or more terms (fall/spring) or attended another college or university since last at Schreiner must reapply for admission and submit the non-refundable \$25 application fee (unless waived) to the Office of Admission. If a student attended another college or university since last at Schreiner, the student must submit an official transcript of all course work attempted. A decision regarding readmission will be made after this information is received and evaluated.

A former Schreiner student who is voluntarily absent for only one term (fall/spring) and who has not attended another college or university during the interim does not need to reapply for admission. Instead, the student must submit an Intent to Return form to approve and alert re-entry.

## ADMISSION OFFER AND COMMITMENT FEE

When a student accepts an offer of admission, unless instructed otherwise, the student is expected to pay an admission commitment fee to confirm a serious intent to enroll and to reserve classroom space. In keeping with NACAC's principles, a student is responsible for only committing to one institution. While NACAC's National Commitment Fee Deadline is May 1, students are encouraged to pay the \$100 admission commitment fee as soon as possible after accepting Schreiner's offer of admission. The commitment fee is non-refundable and is credited towards a student's account at the time of registration.

## SPECIAL ADMISSION CONSIDERATION

All applicants are individually reviewed and evaluated by an admission counselor and/or by the University Admission Committee before an admission decision is made. Applicants who are not admitted by the initial review process and whose file is then forwarded to the University Admission Committee must submit an explanation of his or her educational goals and academic history. Transfers with less than a cumulative 2.0 GPA and who are not in good academic standing may be considered for admission on academic probation. Any applicant who is denied admission to Schreiner has the right to appeal the denial by submitting additional information for the Admission Committee's review.

## INTERNATIONAL STUDENT ADMISSION

Candidates whose country of citizenship is other than the United States may be considered for admission. International applicants must submit completed applications at least 60 days prior to the date of expected enrollment. *To apply, the following documents are needed:*

1. A completed Application for Admission and \$25 non-refundable application fee (U.S. dollars). Applications may be accessed at [www.schreiner.edu](http://www.schreiner.edu), [apply.commonapp.org](http://apply.commonapp.org), or [www.applytexas.org](http://www.applytexas.org).

An essay or comprehensive personal statement is required.

2. Certified official school transcripts, diploma and degree certificate from all high schools or colleges attended. These must be provided in both English and your native

language. English translations must be from either the academic institution or a certified translator.

- a) Translation and course evaluation services are available through a NACES member credential evaluation service *naces.org/members*. A course-by-course evaluation, including GPA calculation, is required for university level credit for transfer or graduate admission.
3. Applicants must demonstrate English proficiency. This requirement may be satisfied by one of the following:
  - Transcript (mark sheet) showing the completion of one year of full-time study at a high school located in the United States, or
  - Evidence of successful completion of 24 non-ESL credit hours from a regionally accredited U.S. institution, or
  - Completion of level 109 at an ELS Language Center, or
  - Diploma or degree from a regionally accredited U.S. institution, or
  - Diploma from a postsecondary educational institution where English is the principal language of instruction. In this instance, the applicant must provide evidence of at least three years of full-time enrollment in the diploma-granting institution, or
  - This requirement may also be satisfied based on SAT or ACT scores, or
  - Proficiency Exam Minimum Scores (one of the following):
    - TOEFL iBT of 79 or higher, or
    - IELTS of 6.5 band score or higher, or
    - Duolingo DET of 110 or higher, or
    - Pearson PTE of 58 or higher, or
    - iTEP Academic of 5.5, or
    - Manchester Exam total score of 360 or higher, or
    - Cambridge of C1, or
    - Other equivalent English proficiency exams as approved by Schreiner University
4. Transfer students with less than 15 hours transferable college credits must also meet the English Proficiency requirement as listed above.
5. A properly completed Certification of Finances form signed and certified by an appropriate bank official, indicating the amount (in U.S. dollars) of funds available for the student to attend college.

Before scheduling an appointment with the Embassy to apply for the Student Visa, students are required to pay a SEVIS 1-901 processing fee (Student and Exchange Visitor Information System) directly to the U.S. Immigration and Customs Enforcement agency. More information may be obtained from this web site: <https://www.fmjfee.com/i901fee/>.

After the issuance of your student visa, students are required to settle their accounts in full or make payments arrangements prior to arrival to campus. Current information regarding tuition, fees, room and board, and other costs are posted on our web site at [www.schreiner.edu](http://www.schreiner.edu). Before checking into a residence hall, a health form must be on file in the Health Center. This form must contain immunization information, including TB test results completed within the last year and vaccination against bacterial meningitis at least 10 days before moving into the residence hall.

## MILITARY VETERAN ADMISSION

1. Schreiner University will promptly readmit a service member with the same academic status as they had when last attending the school or accepted for admission to the school. This requirement applies to any student who cannot attend school due to military service.
2. It is the student's responsibility to notify Schreiner University of their military service and their intention to return to school.
  - a) Notification of military service. The student (or an appropriate officer of the armed forces or official of the Department of Defense) must give oral or written notice of such service to the school as far in advance as is reasonable under the circumstances. This notice does not have to indicate whether the student intends to return to the school and will not be subject to any rule of timeliness. Alternatively, at the time of readmission, the student may submit an attestation of military service that necessitated his absence from school. No notice is required if precluded by military necessity, such as service in operations that are classified or would be compromised by such notice.
  - b) Notification of intent to return to school. The student will give oral or written notice of their intent to return the school within three years after the completion of the period of service. A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the school within two years after the end of the period needed for recovery from the illness or injury. Any student who fails to apply for readmission within these periods will be subject to the University's established leave of absence policy and general practices.
3. As soon as possible upon notification of military service, the student must contact Schreiner Institute to provide notification of service. The student must also provide notification of intent to return upon completion of military service.
4. Schreiner University will readmit the returning student into the next class or classes in the program beginning after they provide notice of intent to re-enroll, unless the student requests a later date or unusual circumstances require the University to admit them later. Schreiner University will admit the student
  - to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar to that program, unless she chooses a different program;
  - at the same enrollment status, unless the student wants to enroll at a different enrollment status;

- with the same number of credit hours or clock hours previously completed, unless the student is readmitted to a different program to which the completed credit hours are not transferable, and
  - with the same academic standing (e.g., with the same satisfactory academic progress status) the student previously had.
5. If the student is readmitted to the same program, for the first academic year in which they return, the University will assess any tuition and fee charges that the student had or would have been assessed for the academic year during which they left the school. However, if the students veterans education benefits or other service member education benefits will pay the higher tuition and fee charges that other students in the program are paying for the year, the school may assess those charges to the student as well.
  6. If the student is admitted to a different program, and for subsequent academic years for a student admitted to the same program, Schreiner University will assess no more than the tuition and fee charges that other students in the program are assessed for that academic year.
  7. The cumulative length of the absence and of all previous absences from Schreiner University for military service may not exceed five years. Only the time the student spends actually performing service is counted.
  8. Under any scenario where Schreiner University determines that the student is not prepared to resume the program with the same academic status at the point where they left off or will not be able to complete the program, the University will make reasonable efforts at no extra cost to help the student become prepared or to enable them to complete the program. This includes providing refresher courses and allowing the student to retake a pretest at no extra cost. The University will not readmit the student if it is determined that
    - that there are no reasonable efforts it can take to prepare her to resume the program at the point where she left off or to enable her to complete the program, or
    - that after it makes reasonable efforts (those that do not place an undue hardship on the institution), the student is not prepared to resume or complete the program.

“Undue hardship” means an action requiring significant difficulty or expense considering the overall financial resources of the University and the impact of such action on its operation.

Schreiner University has the burden to prove by a preponderance of the evidence that the student is not prepared to resume the program with the same academic status at the point where they left off or that they will not be able to complete the program.

## NON-DEGREE ADMISSION

Qualified students who do not wish to pursue a degree from Schreiner but who want to enroll in classes may be admitted as non-degree seeking students. Unless otherwise specified, non-degree students must meet regular admission requirements. Non-degree students are not eligible for financial aid. Applicants must submit a completed Non-Degree Application for Admission and non-refundable \$25 application fee to the Office of Admission by the established application deadlines.



**Transient Student:** A student enrolled at another institution may be admitted as a transient student in order to take courses and transfer credit back to that institution. A student must submit an official transcript or official letter of good standing from the institution where currently enrolled. The transcript or letter must state the student is eligible to re-enroll at that institution. Acceptance as a transient student is valid for only one term. To continue for another term, the student must reapply and submit an updated official transcript.

**Non-Degree Student:** A student who wants to attend part-time and enroll in classes for credit may be admitted as a non-degree student. A student must submit official transcripts from all schools attended.

Acceptance as a non-degree student is valid for only one term, or as long as a student is enrolled in consecutive terms. If a student decides to pursue a degree from Schreiner, the student must submit a completed regular Application for Undergraduate Admission and \$25 application fee to the Office of Admission.

**Audit:** A student who wants to attend part-time to audit classes (no credit awarded) may be admitted as an audit student. Transcripts are not required to audit a class.

Acceptance as an audit student is valid for only one term or as long as a student is enrolled in consecutive terms on a space-available basis. (NOTE: Must reapply and pay \$25 application fee if not enrolled in next term.) No grades are assigned. Any non-degree student who later decides to become degree-seeking must reapply and submit a regular Application for Admission to the Office of Admission. Students are eligible to use fitness facilities, the library and dining services while enrolled in classes. Students cannot use health and wellness services, participate in student organizations or athletics, use tutoring services (including Learning Support Services), or live on campus.

## EARLY ADMISSION PROGRAMS

Exceptionally capable high school students may enroll in a limited number of credit hours at Schreiner prior to completing high school graduation requirements. Students are eligible to use fitness facilities, the library and dining services while enrolled in classes. Students cannot use health and wellness services, participate in student organizations or athletics, use tutoring services or live on campus.

**Co-enrollment:** A high school senior who is enrolled at an area high school within commuting distance of Schreiner may apply to attend classes concurrently. Credit earned at Schreiner will be granted when proof of a high school graduation is received by the University Registrar (final high school transcript). Students must rank in the upper quarter of the class; and have test scores of ACT 23 composite, or SAT 1130. The maximum number of credit hours that a student may enroll is 2 classes per semester (fall or spring terms). *A student's application will contain:*

1. Application and \$25 application fee
2. Official High School transcript including GPA through junior year and class rank
3. Official SAT or ACT scores
4. Letter of recommendation from their principal or guidance counselor (this can be substituted by proof of success in college courses for homeschool students)
5. Parental approval

6. A meningitis vaccination (no older than 5 years)

**Early enrollment:** A qualified student may apply for admission to Schreiner to attend the summer term between the junior and senior year. Credit earned at Schreiner will be granted when proof of high school graduation is received by the University Registrar (final high school transcript). The application items and requirements for early enrollment are the same as co-enrollment.

**Dual enrollment:** Juniors and Seniors at select high schools can participate in limited courses offered on their high school campus. *To enroll, these students must submit the following:*

1. Application and \$25 application fee
2. Official high school transcript including GPA
3. Parental approval
4. Standardized test scores
5. Approval from guidance counselor

## GRADUATE ADMISSION

### MASTER OF EDUCATION

There are three graduate programs in Education: Master of Education, Master of Education plus Teacher Certification, and Principal Certification only for those who already hold an advanced degree in Education. Candidates for the Teacher Certification program must complete a one-year internship on a probationary certificate as teacher of record or complete fourteen weeks of clinical teaching. Admission requirements for graduate study at Schreiner University are designed so that the students admitted will have a high probability of success in the graduate-level academic work. Graduate study is much more than a mere continuation of undergraduate work and should be considered only by those students with the capacity for independent thought and investigation. There are additional admission requirements for students seeking principal certification.

*Candidates to the Master of Education program must meet the following requirements:*

1. Hold a Baccalaureate degree from an accredited college or university
  2. Complete a graduate application form
  3. Pay an application fee of \$25.00 (unless waived)
  4. Send final Official transcript with degree date and final GPA
  5. A cumulative GPA of 3.0 or higher
  6. Individuals pursuing teacher certification must select content/specialization areas currently offered at Schreiner University
  7. Provisional status may be granted MED candidates with a minimum 2.75 GPA and proof of 5 or more years of Texas teaching experience. Service records required.
- NOTE: A maximum of 6 semester hours with A or B grades completed within 5 years may be transferred for those with 3.00 GPA.

### **Principal Certificate Program**

*Candidates for the Principal Certificate program must meet the following requirements:*

1. Hold a Masters degree from an accredited college or university
2. Complete a graduate application form
3. Pay an application fee of \$25.00 (unless waived)
4. Complete a formal interview
5. Send final **Official** transcript with degree date and final GPA, plus all graduate hours.
6. Have a 3.50 GPA or better in all master work
7. Hold a valid and current teaching certificate
8. Have verification of two years teaching experience in an accredited EC-12 school
9. Submit letters of recommendation from current school administrators
10. Have access to the Internet
11. Complete a formal administrative interview.

– NOTE: Transfer credit is not allowed in the Principal Certification Program.

Applications will not be processed until all required items have been received in the Schreiner Graduate Admission office. Applicants will receive written notice of approval. Application deadlines are posted on the website. [www.schreiner.edu/online/master-of-education.aspx](http://www.schreiner.edu/online/master-of-education.aspx).

## **MASTER OF BUSINESS ADMINISTRATION**

The Master of Business Administration in Ethical Leadership (MBA) degree is designed to strengthen candidates' business competencies and advance business careers. The program is intended to satisfy the needs of working professionals by offering online classes.

Students may be admitted to the MBA program throughout the year. Students may begin graduate studies in the fall, spring, or summer semesters. The MBA program involves rigorous problem solving assignments, extensive business writing, professional presentations, field research, computer literacy, business simulations, and team projects that focus on contemporary business issues. The team projects are designed to enhance the MBA student's leadership abilities and networking.

*Candidates to the Master of Business Administration program must satisfy the following requirements:*

1. Complete and submit the online application form
2. Pay a \$25.00 application fee (unless waived)
3. Hold a Baccalaureate degree from an accredited college/university or an approved international university
4. Send final **Official** transcript with degree date and final GPA
5. Have a 3.00 or higher GPA

6. Write an essay on their motivating interest in a MBA degree and how they believe it will enhance their professional career
  7. Provide three (3) letters of recommendation
  8. Applicants without a business-related degree may be required to complete BSAD 5306/5307 as the first course.
- NOTE: A maximum of 9 semester hours completed within 7 years may be transferred

Applicants not meeting the above may be admitted on provisional status.

Applications will be processed when all documents are received. MBA candidates will be notified of the admission decision. Applications deadlines are posted on the website: [www.schreiner.edu/online/mba/admission\\_aid.aspx](http://www.schreiner.edu/online/mba/admission_aid.aspx).

## MASTER OF SCIENCE IN NURSING

Schreiner University Master of Nursing program is designed for the registered nurse to become an advanced practice registered nurse. Schreiner University's program prepares graduates to meet education eligibility requirements for authorization to apply for the American Association of Nurse Practitioners or the American Nurse's Credentialing Center's Family Nurse Practitioner Certification Exam. Admission requirements for graduate study at Schreiner University are designed so that the students admitted will have a high probability of success in the graduate-level academic work. Graduate study is much more than a mere continuation of undergraduate work and should be considered only by those students with the capacity for independent thought and investigation.

*Candidates to the Master of Science in Nursing program must meet the following requirements:*

1. Hold a Bachelor of Science Nursing degree from an accredited college or university. Grades from all nursing courses must be no lower than a B.
2. Have a current unrestricted Registered Nurse license in the student's home state. Students must have two years of practice as a RN, with one year preference given to ER or ICU experience.
3. Complete a graduate application form
4. Pay an application fee of \$25.00 (unless waived)
5. Send final Official transcript with degree date and final GPA
6. A cumulative GPA of 3.0 or higher
7. Have access to the Internet
8. Complete a formal interview
9. Submit two (2) letters of recommendation.

NOTE: A maximum of 9 credit hours taken within the last five years may be transferred.

Applications will not be processed until all required items have been received in the Schreiner Graduate Admission office. Applicants will receive written notice of approval. Application deadlines are posted on the website.

# SPECIAL PROGRAMS ADMISSION

**LEARNING SUPPORT SERVICES PROGRAM:** The Learning Support Services Program at Schreiner University serves a limited number of students who have been diagnosed with dyslexia, attention deficit disorder, or a specific learning disability in reading, mathematics or written expression, to help them succeed in the regular academic life of the university. Students selected for the program attend regular classes, are graded on the same standards and complete the same curriculum requirements as other degree seeking candidates.

Students participating in the program are provided with extensive tutorial assistance, testing accommodations, copies of another student's notes for lecture classes and recorded textbooks.

Admission to Schreiner University in the Learning Support Services program requires continued participation in that program until the student has demonstrated to the University's satisfaction, likely success in college work without Learning Support Services. Students admitted to the Learning Support Services Program must be highly motivated, have the intellectual potential for success in a rigorous academic program, and have the ability to meet the demands of college life. Applicants are considered individually and selected on the basis of their intellectual ability, motivation, academic preparation and potential for success in the program.

*The following are required to complete the application process for the program:*

1. A completed application with a non-refundable \$25.00 application fee (unless waived) must be submitted to the Office of Admission. These forms may be obtained from the Office of Admission or online at [www.schreiner.edu](http://www.schreiner.edu) or [www.applytexas.com](http://www.applytexas.com).
2. All freshmen and transfer candidates must submit an official high school transcript and transcripts of all academic work attempted at other colleges or universities.
3. An essay detailing their interest in Schreiner and their educational background.
4. Wechsler Adult Intelligence Scale or Woodcock Johnson Cognitive Battery – Complete results of the Woodcock Johnson Cognitive Battery or Wechsler Adult Intelligence Scale IV must be submitted, including scaled scores for all subtests, as well as index scores.
5. Individual Achievement Test – The results from an individually administered achievement battery, such as the Woodcock-Johnson or Wechsler Individual Achievement Test, taken within one year of application must be submitted. Individual test scores (not cluster scores) must be included for reading comprehension, word identification, reading decoding, math computation, and written expression. Scores for listening comprehension are recommended. These results should be sent directly to the Director, Learning Support Services.
6. Documentation from a qualified professional indicating a diagnosis of dyslexia, attention deficit disorder, or specific learning disability in reading, mathematics or written expression.
7. Each candidate must have a personal interview with a staff member of the Learning Support Services Program and an admission representative. Interviews will not be scheduled until all documentation for items 1-6 above has been received.

Students with co-existing Autism Spectrum Disorder, traumatic brain injuries, intellectual disabilities, or severe psychological disorders are not eligible for the program, but may, with appropriate documentation, qualify for academic accommodations under Section 504 of the Rehabilitation Act of 1973.

Students participating in the LSS program will be charged a fee for the services. Current fee information is available from the Schreiner University Financial Services Office.

**THE VOCATIONAL NURSING PROGRAM:** Schreiner offers a one-year certificate in Vocational Nursing. A student seeking admission to the Vocational Nursing program should submit the following information to the Office of Admission.

1. A completed Application for Admission into the Vocational Nursing Program and \$25 non-refundable application fee (unless waived).
2. A written essay which must include the following: explanation of desire to be a nurse; the steps that have taken to make sure the one-year commitment to the Vocational Nursing Program can be fulfilled; the academic record from high school and/or college; and where this education will lead over the next 10 years. Also include hobbies and volunteer work.
3. Official High School Transcript (with seal) or Official GED Scores (**minimum score 50 Average Standard Score required**).
4. Official College Transcripts (with seal) from all colleges attended. Students who have at least 15 semester hours of transferable, college-level credit with a 2.0 transfer GPA, including college math and English, may be exempt from a required pretest. The VN Admission Committee makes the exemption decision.
5. Two reference forms completed by a current or former employer or person (**not a relative or a friend**) who can give a character and performance evaluation.
6. The Texas Board of Nursing requires a criminal background check as part of the process to test for licensure as an LVN. A criminal background check must also be completed during the application process for admission into our Vocational Nursing Program.
7. Drug testing is required during the application process.

Upon successful submission of the above items, a personal interview will be scheduled with eligible applicants.

**DEADLINE:** The application process must be completed by August 15 preceding the January class. Only 30 students may be admitted.

**THE BACHELOR OF SCIENCE IN NURSING PROGRAM:** Schreiner offers a four-year Bachelor of Science in Nursing (BSN) degree. The applicant must have completed paperwork submitted to the Director of the BSN program **prior to the February 1st deadline** to be eligible for admission to the BS Program in the Fall Semester:

1. Verification of current admission to Schreiner University (if not currently enrolled at SU). If not currently enrolled in SU, must complete and submit a SU Undergraduate application for Admission along with official copies of transcripts and the application fee (unless waived) to the Office of Admission.
2. Completed application for Schreiner University BSN Program with the application fee.

3. Completed ATI TEAS, SAT/ACT, HESI, or TSI with results sent to Admissions.

Please be aware that admission to Schreiner University as a student does not guarantee the student entry into the BSN program. It does allow you to compete for acceptance into the nursing program each Spring with classes beginning the following Fall semester.

Admission to the nursing program is limited to 30 students per year. Acceptance is based on academic performance, essay, letters of recommendation, history of community service and individual background, and interview. *Criteria include:*

1. Taking a standardized examination of TEAS, SAT/ACT, HESI, or TSI.
2. A minimum grade of B in all prerequisite science and mathematics work.
3. Minimum GPA of 3.00.

Students who meet the criteria for admission to the nursing program but are not admitted may have the option of being waitlisted in the event an opening occurs prior to the beginning of the Fall Semester. Students who are not admitted to the nursing program may reapply the following year; however, this does not assure admission.

Upon acceptance into the BSN program, students will be given information about additional nursing program requirements including a Criminal Background Check through the Texas Board of Nursing. Other conditions of acceptance may be listed on acceptance.

## TRANSFER CREDIT

All courses completed with a grade of D or higher that are normally considered part of an associate of arts/science or bachelor's degree program will transfer to Schreiner University (SU). Transfer work that does not apply toward degree requirements, are considered elective credits. Acceptance of advanced 3000-4000 level transfer work in certain programs must be reviewed by the department to determine Schreiner equivalence. Acceptance of transfer work does not reduce institutional requirements (e.g. residency, advanced hours, etc.). Refer to the Undergraduate Information section of this catalog for general degree requirements.

It is the student's responsibility to provide official transcripts reflecting completion of course work to the Admissions Office. Official transcripts from all previously attended colleges or universities, regardless of whether credit is awarded or whether credits apply toward the current program, must be received by the Admissions Office by the beginning of the first term of enrollment. Students who fail to meet this admission requirement will not be permitted to enroll for future terms until all required transcripts are received.

Credit submitted for transfer to Schreiner University must be recorded on an official transcript received by the Admission's Office or Registrar's Office from the institution where the credit was earned. Once submitted for admission or transfer consideration, the transcript becomes the property of Schreiner University and cannot be released to the student. The transfer of course credit will be processed by the personnel in the Registrar's Office. The courses have been previously evaluated by faculty in each area to determine the transferability and equivalence of each course. Course content will be determined from the catalog description or the course syllabus issued by the transferring institution.

The following policies will be used by the Registrar Office when evaluating transfer credits.

### **Credit from Accredited Institutions**

- A course that is normally considered part of the bachelor's degree program may be accepted in transfer. A course that is intended for use in a vocational, technical, or occupational program normally will not be accepted as transfer credit. This includes courses applied to a certificate and or license.
- Grades of "D" or better are accepted. After admission, courses with grades of "C" or "D" should be evaluated by the student and their faculty member to ensure they meet individual program requirements. Grades of "D" are automatically excluded as transferable credit for first time freshman, in which credit was received as dual credit and will not be considered within the GPA calculation.
- First-Year Experience courses, commonly referred to as Freshman Seminar, may be accepted in transfer as IDST 1101 for one-credit courses or IDST 1301 for three-credit courses. Transfer students who enter with 30 or more transferable credit hours and who have not completed a Freshman Seminar course will be exempt from the IDST 1301-degree requirement. First-time freshmen who transfer coursework may receive transfer credit for a Freshman Seminar course as elective credit only. Regardless of the number of transfer credit hours earned, first-time freshmen are required to complete IDST 1301 to satisfy the degree requirement.
- A course that is equivalent to a Schreiner University course will be transferred as the equivalent course. Department chairs will be consulted when there is a question regarding the similarity of a transfer course to a Schreiner University course. All work completed at a two-year college will carry lower-division credit. Lower-division courses (numbered 1000-2000) taken at another Texas institution do not require prior approval if they are listed as transfer equivalents on the TCCNS website. In exceptional circumstances, a lower-level course may be substituted for an upper-level course with the approval of the appropriate dean/department chair. A lower-level course substituted for an upper-level course will not count toward the advanced hour requirement for the degree.
- Developmental coursework and/or preparatory courses such as orientation, supplemental labs, or remedial level will not be accepted in transfer.
- Graduate level courses will not be transferred for undergraduate credit unless approved by the appropriate department chair for use in the student's undergraduate degree program.
- Credit for field experience, internship may be transferred from a senior college or university if credit is approved by the appropriate dean/department chair. Since these typically are junior/senior level courses, credit from a two-year school will not be transferred. Capstone courses are excluded from transferable degree credit, however, may serve as elective credit.
- Credit reflected on an incoming transcript for life-work experience from an evaluation of a portfolio, CLEP credit, DANTES creditor, AP credit or department exam will not be accepted in transfer and must be submitted separately for evaluation.
- Courses failed at a transferring institution may be repeated at Schreiner University for credit. However, courses failed at Schreiner University must be retaken at Schreiner University in order to receive replacement credit.
- For consideration of international transfer credit, official transcripts translated to English are required. Credits earned outside the United States must have a detailed



course-by-course evaluation prior to admissions completed by a credential evaluation agency participating member of the National Association of Credential Evaluation Services (NACES).

- Transfer credits from quarter hour schools will be converted to their semester hour equivalent.

Upon completion of the approved courses, students must submit an official transcript to Schreiner University, Office of Admissions or Registrar's Office, regardless of the grade received, including courses previously pending and withdrawn from.

Once the official transcript has been received in the Office of the Registrar, it will be reviewed for a final transfer credit evaluation. Provided students have met all requirements noted above, and the course(s) will be posted on the student's record.

## CREDIT BY EXAMINATION

Academic credit for college level learning may be earned by taking an examination in the appropriate area. In most cases credit granted can be used to satisfy specific and general degree requirements. Since a letter grade is not assigned to such credit, it is not counted toward the grade point average. Details of the credit by examination program and acceptable scores may be obtained from the office of the Registrar. Application for credit by examination must be made, in writing, to the Registrar.

*Schreiner grants credit through the following programs:*

1. College Board, Advanced Placement (AP)
2. College Board, College Level Examination Program (CLEP) Subject Examinations
3. Locally Constructed Departmental Examinations
4. International Baccalaureate (IB)

## CREDIT FOR PRIOR LEARNING POLICY

Schreiner University credit may be awarded for knowledge and skills gained both inside and outside of traditional college classes, including Schreiner's Center for Talent and Workforce Development (CTWD), military services, work/on-the-job training, or life experiences. Students are eligible to receive credit for prior learning only if they enroll in a degree-granting program at Schreiner University. Students interested in receiving credit for prior learning at an accredited higher education institution should reference the Transfer Admission policy.

### **Option 1: Work Completed at the CTWD**

For programs completed at the TWD, credit will be granted by policy. **Any new programs requesting to be included must be vetted by the relevant department chair or their designated subject matter expert in the area(s) in which credit will be given and presented to AAC as an information item by the department chair. This process should also be followed if any previously approved programs change their requirements. It is the responsibility of the Director of the CTWD to ensure that this approval process is completed.**

## **Option 2: Non-credit coursework evaluation by nationally recognized organizations**

Non-credit coursework outside of Schreiner University, such as rigorous employer and military training and education programs, or continuing education programs, can be evaluated by nationally recognized organizations who offer a recommended credit equivalency to degree granting institutions.

The American Council on Education's (ACE) Guide to Evaluation of Educational Experiences in the Armed Forces, National Guide to College Credit for Workforce Training, and ACE recommendations of college credit by examination, as well as ACE credit recommendations on the Joint Service Transcript, and other publications as recommended by ACE can be used to evaluate prior military experience. When evaluating programs offered by the armed forces, the following military records shall be used by the University to verify successful completion of military service, and military training courses:

- a) Army/American Council on Education Registry Transcript System ("AARTS")
- b) Sailor/Marine American Council on Education Registry Transcript ("SMART")
- c) Community College for the Air Force ("CCAF") Transcript
- d) Coast Guard Institute Military Education Transcript
- e) DD Form 295, Application for the Evaluation of Learning Experiences During Military Service
- f) DD Form 214, Certificate of Release or Discharge for Active Duty

## **Option 3: Institutional assessment of course credit for prior learning**

For work under all circumstances other than Option 1 and Option 2, a student must petition for prior learning to be considered for college credit at Schreiner, with the exception of courses included in the Core. Schreiner's professional advisors should be consulted before submitting a petition. Petitions are submitted to the Registrar and reviewed in consultation with the relevant department. The petition must specifically state the skills and knowledge gained equivalent to those taught in the course(s). The petition can include knowledge and skills gained from a wide variety of sources including, but not limited to: Full or part-time jobs, independent reading and study, training program or in-service courses, volunteer work, cultural and artistic pursuits, military service, and travel study.

Institutionally prepared assessments of prior learning such as challenge or final examinations as well as a faculty expert's analysis of a course syllabus, may be used to review non-credit certificate or training programs when no recognized evaluator is available. These assessments should be developed and conducted by qualified experts in the field of study. The institutional procedures used to validate prior learning should be objective to the extent that external evaluators would reach the same conclusion and are in line with national norms and standards. The University Registrar will maintain a list of assessments of these non-collegiate courses of study and credit will be granted accordingly as needed. Credit bearing coursework taken at an institution accredited by a body not recognized by the university (e.g., nationally accredited institutions or career colleges) may be assessed for prior learning credit by a qualified member of the faculty.

Credit for prior learning outside of Schreiner is posted to a student's transcript as soon as paperwork is processed by the Registrar's Office. Credits appear as transfer work because it is credit for learning that did not occur through enrollment in a Schreiner course.



# COSTS

## TUITION

### UNDERGRADUATE

*Students registered for at least 12, but not more than 18 credit hours, are considered full time and will be charged the following comprehensive tuition fees:*

|                                                        |          |
|--------------------------------------------------------|----------|
| Summer, Winter, Mini Term per credit hour charge ..... | \$350    |
| Fall or Spring Term .....                              | \$20,825 |

Students enrolled in the Summer Term or taking 11 credit hours or less during Fall and Spring terms will be charged for each credit hour. Full-time students taking more than 18 credit hours during either the Fall or Spring Terms will be charged the per credit hour in excess of 18.

|                                              |         |
|----------------------------------------------|---------|
| Per credit hour charge, Fall or Spring ..... | \$1,890 |
|----------------------------------------------|---------|

#### **Vocational Nursing Program**

|                                |          |
|--------------------------------|----------|
| (47 credit hour Program) ..... | \$16,884 |
|--------------------------------|----------|

|                                              |              |
|----------------------------------------------|--------------|
| <b>RN-BSN program, per credit hour</b> ..... | <b>\$262</b> |
|----------------------------------------------|--------------|

### GRADUATE

|                                                           |       |
|-----------------------------------------------------------|-------|
| Master of Education – per credit hour .....               | \$300 |
| Master of Business Administration – per credit hour ..... | \$285 |
| Principal Certification program – per credit hour .....   | \$350 |
| Master of Science in Nursing – per credit hour .....      | \$410 |

Audit: Tuition charges for audited courses will be one-half regular tuition rates. Financial aid is not available for audited courses. Other required fees will be at regular rates.

|                                                                |                                   |
|----------------------------------------------------------------|-----------------------------------|
| Senior audit (55 years and older) per credit hour charge ..... | \$60                              |
| Co-enrolled per credit hour charge (not summer) .....          | \$175                             |
| Challenge per credit hour charge .....                         | 1/6 of the regular tuition charge |

## FEES

### ROOM CHARGES

*Central campus residential facilities charges are:*

|                                             |         |
|---------------------------------------------|---------|
| Baldwin Hall – double (per semester) .....  | \$3,282 |
| Baldwin Hall – single (per semester) .....  | \$4,032 |
| Delaney Hall – double (per semester) .....  | \$2,625 |
| Delaney Hall – single (per semester) .....  | \$3,375 |
| Faulkner Hall – double (per semester) ..... | \$3,494 |
| Faulkner Hall – single (per semester) ..... | \$4,244 |

|                                                   |         |
|---------------------------------------------------|---------|
| LA Residence Hall – double (per semester) .....   | \$3,038 |
| LA Residence Hall – single (per semester).....    | \$3,788 |
| Trull Residence Hall – double (per semester)..... | \$3,062 |
| Trull Residence Hall – single (per semester)..... | \$3,812 |

*Pecan Grove residential complex charges are:*

|                                                               |         |
|---------------------------------------------------------------|---------|
| Fall or Spring term – single efficiency (per semester).....   | \$4,908 |
| Fall or Spring term – double efficiency (per semester).....   | \$3,102 |
| Fall or Spring term – 2 bedroom / 2 bath (per semester) ..... | \$4,032 |
| Fall or Spring term – 4 bedroom / 2 bath (per semester).....  | \$3,348 |

*The Oaks residential complex:*

|                                                     |         |
|-----------------------------------------------------|---------|
| Fall or Spring term – 4 bedroom (per semester)..... | \$4,487 |
| Fall or Spring term – 2 bedroom (per semester)..... | \$5,987 |

*Residential Rates Short Terms:*

|                                    |                                            |
|------------------------------------|--------------------------------------------|
| Winter Break Housing (4-week)..... | \$560                                      |
| Summer Housing (per Term) .....    | \$1,000                                    |
| Summer Transition Housing .....    | Spring – Summer \$300/ Summer – Fall \$200 |

## DINING CHARGES (2026–2027)

|                                            |            |
|--------------------------------------------|------------|
| <b>Freshman Plan</b> (Base 23 Meals) ..... | \$3,376.36 |
| Gold (+ \$250 Monty Bucks).....            | \$3,647.00 |
| Platinum (+ \$450 Monty Bucks).....        | \$3,863.50 |

|                                             |            |
|---------------------------------------------|------------|
| <b>Sophomore Plan</b> (Base 15 Meals) ..... | \$2,769.96 |
| Gold (+ \$250 Monty Bucks).....             | \$3,040.58 |
| Platinum (+ \$450 Monty Bucks).....         | \$3,257.08 |

|                                               |            |
|-----------------------------------------------|------------|
| <b>Junior/Senior Plan</b> (Base 5 Meals)..... | \$1,236.16 |
| Gold (+ \$250 Monty Bucks).....               | \$1,506.78 |
| Platinum (+ \$450 Monty Bucks).....           | \$1,723.28 |

|                                                            |            |
|------------------------------------------------------------|------------|
| <b>Hill Country B Plan</b> (Declining Balance \$1000)..... | \$1,082.50 |
|------------------------------------------------------------|------------|

### **Commuter Plans**

|                                   |          |
|-----------------------------------|----------|
| Gold (\$250 Monty Bucks) .....    | \$270.63 |
| Platinum (\$450 Monty Bucks)..... | \$487.13 |

|                                                         |          |
|---------------------------------------------------------|----------|
| <b>Summer Meal Plan</b> (250 Monty Bucks per term)..... | \$270.63 |
|---------------------------------------------------------|----------|

Applicable sales tax included

## OTHER FEES

|                                                    |      |
|----------------------------------------------------|------|
| Art Studio Supplies and Science Lab Fee range..... | \$65 |
|----------------------------------------------------|------|

|                                                            |                     |
|------------------------------------------------------------|---------------------|
| Aviation Course Fees (course fees will vary annually)..... | \$14,000 – \$31,000 |
| Aviation Management Fee (per semester) .....               | \$500               |
| Aviation Management Fee Summer (per term).....             | \$250               |

|                                                                                              |         |
|----------------------------------------------------------------------------------------------|---------|
| Learning Support Services                                                                    |         |
| Fall or Spring – First year (per semester) .....                                             | \$3,780 |
| Fall or Spring – subsequent years (per semester) .....                                       | \$3,780 |
| Music lab fee (per semester)                                                                 |         |
| Per 1/2 hour, weekly lesson .....                                                            | \$250   |
| Per 1 hour, weekly lesson .....                                                              | \$475   |
| Technology Fees (VN, MED, PC) per term                                                       |         |
| Fall or Spring, full-time .....                                                              | \$200   |
| Fall or Spring, part-time .....                                                              | \$110   |
| MBA (per session) .....                                                                      | \$95    |
| Application .....                                                                            | \$25    |
| BSN application fee .....                                                                    | \$50    |
| BSN Clinical (per semester) .....                                                            | \$975   |
| Orientation (entering students)                                                              |         |
| Freshman .....                                                                               | \$125   |
| Transfer/non-traditional .....                                                               | \$125   |
| Payment Plan/late payment .....                                                              | \$50    |
| RN-BSN application fee .....                                                                 | \$25    |
| RN-BSN program fee (per semester) .....                                                      | \$95    |
| Return check (each) .....                                                                    | \$50    |
| Teacher Education Clinical Teaching fee .....                                                | \$1,000 |
| Test Proctoring .....                                                                        | \$25    |
| Vocational Nursing pin .....                                                                 | \$35    |
| Schreiner University tuition and fees are subject to change for the 2027-2028 academic year. |         |

## COMMITMENT FEE

*A Commitment Fee is assessed to all new students:*

|                                             |       |
|---------------------------------------------|-------|
| Undergraduate (Resident and Commuter) ..... | \$100 |
|---------------------------------------------|-------|

These fees are nonrefundable. No housing applications will be processed until the Commitment Fee is on file in the Financial Services Office.

## HOUSING FEE

|                |       |
|----------------|-------|
| Resident ..... | \$500 |
|----------------|-------|

A housing fee is used to satisfy charges for loss or damage (including unusual cleaning costs) to any University property for which the student is responsible. In the event of such charges greater than the \$500 fee, the student must pay the difference before June 15 of each year.

HEALTH INSURANCE

Health and Accident Insurance is mandatory for all athletes, nursing, and international students. For those individuals who have health insurance, a photocopy of the insurance card is required.

PAYMENT

PAYMENT IN FULL

Pay all tuition, fees, and other charges at stated dates of each term.

PAYMENT PLANS

Schreiner University offers the following interest free payment plan to help budget for the payment of education expenses. These plans are designed to cover the balances of both Fall and Spring semesters. A \$50.00 service fee will be assessed to utilize the monthly payment plan.

Fall ..... 6-month payment plan – Begins June 1  
Spring ..... 6-month payment plan – Begins December 1

*Benefits of the Schreiner University Interest-Free Monthly Payment Plan include:*

- No Interest associated with plan, helping to limit debt and maximize savings
- A wide variety of payment methods including personal checks, money orders, Visa, MasterCard, or Discover
- 24-hour access to your payment portal on Schreiner One

We hope that students seriously consider the advantages of paying some, or all, of the balance interest-free. This strategy is the most effective means of limiting your debt.

Access to the payment plan can be found on Schreiner One, under the Student Tab, click on TransAct.

Any questions regarding the payment plan or the balance to be financed can be answered by contacting your Financial Services Department at Schreiner University (830) 792-7303 or [www.financialservices@schreiner.edu](mailto:www.financialservices@schreiner.edu).

CREDIT CARD POLICY

- Schreiner will accept cash, check, electronic check, MasterCard, Discover, and VISA. (a 2.95% convenience fee will be charged for credit or debit card transactions.)
- There are no fee charges for electronic checks or credit cards.

## CHECK ACCEPTANCE POLICY

All checks written to Schreiner University must be imprinted with name and address of the check writer (no temporary checks). *Checks will be accepted if the following information is provided:*

- Texas Drivers License or Military ID
- Current Home Address
- Home phone number
- Work phone number

## RETURNED CHECK POLICY

If a check payment on an account is returned due to Non-Sufficient Funds (NSF), Account Closed (AC), or Refer to Maker (RTM), the Responsible Party will be liable for the original check amount plus a \$50.00 returned check fee. Upon receiving notice of the returned check, Financial Services will reach out to the Responsible Party. If no response is received within 15 days of initial contact, the account may be referred to a collection agency. In such cases, a collection fee will be added to the outstanding balance, in addition to the \$50.00 service charge.

## LATE FEE POLICY

A \$50.00 late fee will be applied each month to any account balance that remains unpaid after the 15th of the month. This fee also applies to any overdue amounts on established payment plans.

## FINANCIAL OBLIGATIONS

Students will not be permitted to attend classes or laboratories until all fees are paid or they have made satisfactory arrangements for the payment of fees. Students receiving scholarships and/or financial aid must have completed these financial arrangements by stated dates each term.

Students whose accounts are not current with the Financial Services Office may be denied any or all University services.

Diplomas will be withheld for students owing any balance to the University. In addition, collection costs and attorney's fees will be added to delinquent accounts.

In order for a student to leave the University in good standing, all bills must be paid.

**Attorneys'/Collection Fees:** If a student becomes delinquent on any part of his/her loan he/she will be subject to court costs, reasonable attorney fees, and any other fees associated with the cost of collections, in addition to the delinquent balance. Such fees can be charged if placed with an attorney for collections or a third party collection agency. The fees will be the sole responsibility of borrower or comaker of loan.



# REFUND POLICY

## Schreiner University Institutional Refund Policy

Although financial aid must be returned to federal programs as prescribed by federal regulations, the Schreiner University Tuition Refund Policy does not refund tuition at the same percentages. Students will be required to pay Schreiner University for any balances owed after the tuition refund and financial aid refunds have been calculated.

Housing and meal plans are excluded from this policy.

*Tuition and fees (excluding commitment fee) are refunded to students who are withdrawing from the University according to the following schedule:*

|                                                   |      |
|---------------------------------------------------|------|
| Before classes/through second day of classes..... | 100% |
| Third through fifth day of classes .....          | 75%  |
| Sixth through tenth day of classes .....          | 50%  |
| After tenth day of classes .....                  | 0%   |

*For terms seven (7) weeks or shorter, the following schedule will apply:*

|                                    |      |
|------------------------------------|------|
| Before classes and first day ..... | 100% |
| Second day .....                   | 50%  |
| Third day and after.....           | 0%   |

**All Students:** Students who change their enrollment status from full to part-time or from a higher to lower level of part-time will receive a refund consistent with the percentages listed above. Financial Aid is adjusted based on full-time or part-time enrollment as well.

In order to OFFICIALLY withdraw from Schreiner University you must notify the Registrar’s Office IN WRITING before classes begin.

(See published calendar for dates of each term).

Students who fail to officially withdraw and who do not attend classes or who do not arrange for payment with the Financial Services Office will be administratively withdrawn as of the last day to add a course. Students in this category will fall under the regular refund policy. Students who attend any classes will be responsible for payment unless they officially withdraw under University policy. In addition, students who are suspended, expelled or administratively withdrawn will fall under the regular refund policy.

Immediate refunds are not issued at the time of official withdrawal, change in status, or at the end of a semester or session. Payment covering all refunds due will be mailed to the address left with the Financial Services Office within 90 days after official withdrawal or completion of a semester session.

# FINANCIAL AID

## APPLYING FOR FINANCIAL AID

To be eligible for need based and some non-need based financial aid, students must complete the Free Application for Federal Student Aid (FAFSA). The FAFSA is available in the Office of Enrollment Services or can be completed online at [www.studentaid.gov](http://www.studentaid.gov). Students must comply with all requests for documentation before aid packages will be awarded. Priority deadline date for filing for financial aid is May 1st each year. Students need to file the FAFSA by May 1st each year to be considered for the maximum amount of aid, as funds are limited and awarded on a first-come, first-serve basis. Estimated Family Contribution (SAI) is determined by federal methodology as applied to the data that was reported on the FAFSA. This is the minimum amount that the government expects families to be able to contribute to the student's education. Some forms of non-need based aid can replace the SAI. Students must maintain **Satisfactory Academic Progress** (see page 39 for SAP policy) to be eligible for all types of financial aid.

## ELIGIBILITY FOR FINANCIAL AID

Financial aid is awarded from federal, state and institutional and private sources. Some awards are based on financial need while others are not. Eligibility for need-based aid is determined by taking the Cost of Attendance minus the Expected Family Contribution (EFC). Cost of Attendance includes average tuition and fees, average room and board costs for students living on campus and allowances for books, travel and miscellaneous personal expenses. For students that live off campus, a reasonable allowance is given for room and board.

| Cost of Attendance for the Academic Year<br>Full-Time Residential Undergraduate |             |                |         |
|---------------------------------------------------------------------------------|-------------|----------------|---------|
| Direct Costs                                                                    |             | Indirect Costs |         |
| Tuition and fees                                                                | \$41,650    | Supplies       | \$100   |
| Room and Board                                                                  | \$13,316.72 | Transportation | \$1,000 |
| Double Occupancy Residence Hall<br>Meal plan / 8.25% sales tax not included     |             | Miscellaneous  | \$1,000 |
| Total                                                                           | \$54,966.72 | Total          | \$2,100 |

## AWARDING OF FINANCIAL AID

Once a student's financial aid application has been received and all requested documentation has been submitted to the Office of Financial Services, the application will be reviewed and financial aid awarded within five business days.

Federal regulations require that institutional scholarships as well as outside scholarships be taken into consideration when determining need based financial aid before federal or state awards can be made. For example, a student has a Cost of Attendance of \$22,000 and an SAI of \$3,000. The student has a maximum eligibility for need based financial

aid of \$19,000. If the student receives institutional scholarships of \$6,000 and outside scholarships of \$2,500, the most the student can be awarded in need based financial aid is \$10,500. At this point, a student will be awarded federal, state and institutional need based financial aid. Scholarships and grants are awarded first, with work-study and loans following.

## FINANCIAL AID PROGRAMS

### A. FEDERAL PROGRAMS

1. **Federal Pell Grant** – This is an entitlement program. The SAI is applied to a Pell Payment Chart supplied by the U.S. Department of Education. Awards range from \$470 – \$7,395. A student must be enrolled half-time (6 credit hours) for eligibility.
2. **Federal Supplemental Educational Opportunity Grant (FSEOG)** – Students must demonstrate high financial need. Awards range from \$100 – \$1,250. **Limited funding available.**
3. **TEACH Grant** – Available to eligible undergraduate and graduate students US Citizen or eligible non-citizens who have completed the FAFSA, are enrolled in a TEACH Grant approved institution (SU IS APPROVED), and currently are or plan to be teaching in a high need field. The GRANT becomes an unsubsidized Direct Loan if the student does not meet the criteria agreed to when they sign their Agreement to Serve with the Department of Education.
4. **Federal Work-Study** – Students must demonstrate financial need. With awards up to \$2,500 per academic year, this program provides part-time employment to students. Starting at minimum wage, students can choose from a variety of jobs both on and off campus. Some community service jobs are available. Students must contact Meaningful Work Coordinator for job opportunities. All appropriate forms must be completed before a student can begin work.
5. **Federal Direct Loan Program**
  - a) **Federal Direct Loan** – Comprised of two components, subsidized (need based) and unsubsidized (non-need based), this loan is awarded to students who show a need for financial aid after scholarships, grants and work-study have been awarded. Yearly loan limits apply as shown in the table below. The government pays the interest on Subsidized Stafford Loans for a student as long as the student remains enrolled at least half-time (6 credit hours a semester). Students are responsible for the interest on Unsubsidized Stafford loans while they are in school.
  - b) **Federal Parent PLUS Loan for Undergraduate Students** – This loan can be awarded to parents of dependent undergraduate students. The maximum amount that can be borrowed each year is limited to the Cost of Attendance less any other financial aid received.
  - c) Financial aid options may also include the Graduate Direct Loan and Graduate PLUS Student Loan options.

For more details on these loan programs, please visit the Office of Financial Services.

|                                                                                                                | Maximum<br>Subsidized<br>Direct Loan<br>Amount | Maximum<br>Subsidized<br>and<br>Unsubsidized<br>Direct Loan<br>Amount | Maximum<br>Direct<br>Parent<br>PLUS Loan<br>Amount   | Maximum<br>Direct<br>Graduate<br>PLUS Loan<br>Amount |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------|------------------------------------------------------|
| <i>Dependent Undergraduate Students</i>                                                                        |                                                |                                                                       |                                                      |                                                      |
| Freshman Year                                                                                                  | \$3,500                                        | \$5,500                                                               | Cost of<br>attendance<br>minus other<br>aid received | N/A                                                  |
| Sophomore Year                                                                                                 | \$4,500                                        | \$6,500                                                               |                                                      | N/A                                                  |
| Junior and Senior<br>Years (and Later)                                                                         | \$5,500                                        | \$7,500                                                               |                                                      | N/A                                                  |
| Cumulative<br>Borrowing Limit                                                                                  | \$23,000                                       | \$31,000                                                              |                                                      | N/A                                                  |
| <i>Independent Undergraduates and Dependent Undergraduates<br/>Whose Parents Are Denied a Parent PLUS Loan</i> |                                                |                                                                       |                                                      |                                                      |
| Freshman Year                                                                                                  | \$3,500                                        | \$9,500                                                               | N/A                                                  | N/A                                                  |
| Sophomore Year                                                                                                 | \$4,500                                        | \$10,500                                                              | N/A                                                  | N/A                                                  |
| Junior and Senior<br>Years (and Later)                                                                         | \$5,500                                        | \$12,500                                                              | N/A                                                  | N/A                                                  |
| Cumulative<br>Borrowing Limit                                                                                  | \$23,000                                       | \$57,500                                                              | N/A                                                  | N/A                                                  |
| <i>Graduate Students*</i>                                                                                      |                                                |                                                                       |                                                      |                                                      |
| Financial Aid<br>Award Year                                                                                    | N/A                                            | \$20,500                                                              | N/A                                                  | Cost of<br>attendance<br>minus other<br>aid received |
| Cumulative<br>Borrowing<br>Limit (including<br>Undergraduate<br>Loans)                                         | \$23,000                                       | \$138,500                                                             | N/A                                                  |                                                      |

\* These loan limits are for the combination of Subsidized and Unsubsidized Stafford Loans. A student that qualifies for less than the maximum amount of Subsidized Stafford Loan could receive the balance of his or her eligibility in the unsubsidized Stafford loan.

## B. STATE PROGRAMS

State programs are available to residents' of Texas only. These programs are administered through the Texas Higher Education Coordinating Board and are awarded based on financial need.

1. **Tuition Equalization Grant (TEG)** – This grant is used to offset scholarship funds for students who demonstrate financial need, are in an undergraduate program of study and are enrolled at least 3/4-time. Students may not major in theology or religion to be eligible for this scholarship.

## C. INSTITUTIONAL PROGRAMS

1. **Freshman Merit Awards** – Achievement, Hope, Opportunity. Awards are automatically considered when admitted, these scholarships are awarded to entering freshman based on academic performance in high school (grades/GPA) and on standardized tests (ACT/SAT scores). These awards are renewable for up to three additional years. For renewal, a student must maintain a 2.0 cumulative grade point average or satisfactory academic progress (all other merit awards) at the end of their second year. These scholarships, in combination with any other tuition specific scholarship, may not exceed the amount of tuition charged in any given year.
2. **Hill Country College Fund** – Created and funded by contributions to the Hill Country College Fund, this is a tuition-restricted scholarship awarded to students who demonstrate financial need. To be eligible for this scholarship, the student must be a resident of Kerr, Kimble, Gillespie, Kendall, Bandera, Real or Edwards County as of January 1st preceding the school year. Applies to undergraduate students only.

## D. DEPARTMENTAL SCHOLARSHIPS

Departmental scholarships are awards that are based on academic distinction or performance in a specific activity. The individual donors or the department awarding the scholarship determines the eligibility. These funds are limited; amounts vary and are subject to availability, as well as award year specific.

1. **Ambassador Scholarship** – Full-time students who have attended Schreiner for at least one semester and who have exhibited leadership qualities may apply to become a Schreiner Ambassador. Applications are available in early spring in the Griffin Welcome Center. Ambassadors are members of a select group of students that serve as tour guides and assist with campus recruitment programs held for prospective students and their families. Specific expectations apply regarding participation, attendance, and academic standing.
2. **Campus Ministry Grant** – This grant is available to a student who gives evidence of a potential to assist the Campus Minister. Application is made to and the Campus Minister decides selections.
3. **Community Internship Program (CIP)** – Students who wish to participate in the Community Internship Program may earn scholarships valued at up to \$1,000 per semester during the academic year. Students interested in this program should contact the Director of Career Services. This scholarship in combination with any other tuition specific scholarship may not exceed the amount of tuition charged in any given year.
4. **Mountaineer Mentor Scholarship** – Students who participate in the Peer Advisor Program are eligible to receive scholarship assistance. To be eligible to apply for this program, students must have a minimum cumulative grade point average of 2.25, be classified as at least a sophomore, be in good disciplinary standing and have the ability to work with a diverse population of people. Interviews are required. Applications can be obtained from the Dean of Students.

5. **Resident Assistant Room and Board Scholarships** – Students may apply to the Director of Residence Life after completing at least one full time semester at Schreiner or if they have significant community living experience. The student must be registered full time and have a cumulative GPA of 2.5 or higher. These scholarships are awarded for room and board and vary with the resident assistant assignment.
6. **Hatton W. Sumners Leadership Grant** – A limited number of these four-semester scholarships are awarded each year to rising juniors demonstrating academic excellence and a talent for leadership and community/public service. Applicants must be U.S. citizens who are interviewed by the selection committee of the Hatton W. Sumners Foundation. Candidates must have at least a 3.0 cumulative grade point average and be in the second semester of their sophomore year at the time of interviews. These grants are awarded at \$7,500 per semester the junior year and the senior year. This scholarship in combination with any other tuition specific scholarships may not exceed the amount of tuition charged in any given year.

## VETERANS EDUCATIONAL BENEFITS

All veterans of the U.S. Armed Forces may qualify for Veterans Educational Benefits while attending Schreiner University. GIBILL® is a registered trademark of the U.S. Department of Veterans Affairs (VA). The Post 9-11 GI Bill and Vocational Rehabilitation Chapter will fund eligible tuition and fees directly to Schreiner University; all other chapters and benefits are paid directly to the student. Students that are funded by the VA are responsible for understanding their benefits and notifying the VA of changes to their enrollment status. Schreiner University is a private institution and are unable to does not participate in the Hazelwood Act; this program is designated for Texas public institutions. For more information, contact the Schreiner Institute Veteran Services. Members of the Texas National Guard may qualify for the Texas National Guard Tuition Assistance Program. For more info: <https://tmd.texas.gov/statetuition-assistance-program>.

## WORKFORCE INVESTMENT ACT

Students who qualify for benefits through the Workforce Investment Act may also qualify for scholarships through this program. For more information, visit their website: [www.twc.state.tx.us](http://www.twc.state.tx.us).

## STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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, credits earned in relation to those attempted and the length of the academic program. This 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 the Schreiner University Catalog. A student's academic eligibility and financial aid eligibility are closely related.

Progress will be measured at the end of each semester for all degree seeking students.

## I. PROGRESS STANDARDS

Students must, at a minimum, satisfactorily complete 67% of all courses attempted and maintain a minimum cumulative grade point average (GPA) as shown in the minimum GPA requirement table below. Satisfactory grades consists of A, B, C and D. Unsatisfactory grades are F, W, I, PR or any other grade that does not result in credits completed. (Individual programs and awards may have additional or more rigorous requirements.)

### **Cumulative Progress:**

#### *Undergraduate Students:*

Students are expected to complete their degrees within 8 semesters when attending college full-time.

Students are also expected to maintain a minimum cumulative 2.00 grade point average (GPA).

A higher GPA may be required for a specific program. Failure to meet program standards will result in removal from the program. A student may still be eligible to receive financial aid for other eligible programs at the university.

*To meet the maximum time frame requirement, the following minimum credit hours should be completed as shown for merit aid:*

| <b>Credit Progression Schedule</b> |                          |                         |                         |
|------------------------------------|--------------------------|-------------------------|-------------------------|
| <i>Minimum Credit Hours Earned</i> |                          |                         |                         |
| <i>Length of Attendance</i>        | <i>Full-Time Student</i> | <i>3/4 Time Student</i> | <i>1/2 Time Student</i> |
| 2 Semesters                        | 24                       | 18                      | 12                      |
| 4 Semesters                        | 49                       | 36                      | 24                      |
| 6 Semesters                        | 75                       | 56                      | 37                      |
| 8 Semesters                        | 102                      | 76                      | 51                      |
| 10 Semesters                       | Graduate                 | 94                      | 63                      |
| 12 Semesters                       |                          | 112                     | 75                      |
| 14 Semesters                       |                          | 118                     | 88                      |
| 15 Semesters                       |                          | Graduate                | 95                      |
| 16 Semesters                       |                          |                         | 102                     |
| 18 Semesters                       |                          |                         | 116                     |
| 20 Semesters                       |                          |                         | Graduate                |

For example, at the end of 2 semesters, a full-time student should have completed 24 credit hours, a 3/4 time student should have completed 18 credit hours and a 1/2 time student should have completed 12 hours.

Students seeking a baccalaureate degree who reach 150 hours attempted will be required to submit a recent signed degree plan and letter of intent outlining their plans to complete their degree. No student will receive aid after they have attempted 150% of their program length or 180 hours depending upon the program.

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 and Progress grades – Courses that are assigned an incomplete or progress 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, and may affect overall financial aid eligibility for state aid programs.

**Vocational Nursing Students:** Students enrolled in certificate programs have specific, set requirements to maintain financial aid eligibility. Vocational Nursing Students are required to maintain 2.0 gpa while receiving financial aid in the program, and are required to complete 100% of the classes they are enrolled in.

Maximum attempted hours is 70.

**Appealing Status (FA):** Students who are placed on Financial Aid Suspension may direct their appeals to the Director of Financial Services.

**Transfer Students:** Only credits officially accepted in transfer 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 Services requesting an extension, if it exceeds the number of hours allowed by federal regulations.

**Second Degree Students:** Only officially accepted credits will be included in the maximum number allowed.

**Graduate Students:** Graduate students must have a GPA of 3.0 or better and must take the required full-time course load per term. However, graduate students will only be eligible to receive aid for one semester beyond the number of semesters it should be required to complete the program. For example, students in the Master of Education program who have a 36 credit hours requirement are expected to complete a minimum of 12 credit hours per semester and will not be eligible for aid beyond a 4th semester.

**Part-time Students:** These standards will be adjusted according to the hours enrolled. Cumulative GPA requirements are the same as for full-time students.

## II. FINANCIAL AID WARNING

Students will be placed on financial aid warning if they fail to meet either standard as outlined. Students will be placed on warning for one semester 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 first semester of warning will be placed on suspension. At the warning stage, a letter will be sent to the student stating the student's financial aid status based on most recent grade submission for the prior academic term. The letter to the student will clarify the situation and potential consequences. Students are asked to complete and return a form with their email address and commitment to improving their academic progress. This form is mandatory



and future aid disbursements will be held up until this form is signed and returned. In addition, students may be required to attend success workshops presented by the Student Success division as part of their progress plan.

### III. FINANCIAL AID DISQUALIFICATION

Students on financial aid warning 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) a student completely withdraws from all courses attempted in two consecutive semesters.

Students who pre-register for a subsequent semester before grades are evaluated and who use financial aid to pay 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 university’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 Enrollment Services within 30 days of the student 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 Financial Aid Committee and will be approved, denied or approved for a probationary period not to exceed one academic semester.

## 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.

## VERIFICATION OF ENROLLMENT

Students who have attended other colleges and have outstanding student loans are encouraged to arrange that a verification of enrollment be sent to lending agencies each semester they enroll. Students should request verification in writing through the Office of the Registrar. All verifications are prepared and mailed after the Census Date: twelfth class day during the Fall and Spring terms.

## RETURN TO TITLE IV REFUNDS AND INSTITUTIONAL REFUND POLICY

Students who withdraw from all classes prior to the 60% point of the semester and who receive institutional State and/or Title IV Federal financial aid may owe a refund of some or all of the financial aid received. Also, students who fail all of their classes due to non-attendance will have their eligibility determined by the date of last academic activity, as determined by the date the Registrar provides.

Financial aid is “earned” on a proportional basis for each day of the term that the student has completed. If a student completes 30% of the term, then he or she has earned 30% of the financial aid. If the financial aid has been credited to the account and has paid institutional charges only, 70% of the aid must be returned to the financial aid programs.

*Funds are returned to the programs in the following order:*

- Federal Stafford Unsubsidized Loan
- Federal Stafford Subsidized Loan
- Parent Loan for Undergraduate Students (PLUS)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (FSEOG)

If financial aid created a credit on the student’s account which 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.

For example, a student was awarded federal grants totaling \$3,000 and received Federal Stafford funds of \$2,500 of which \$500 was refunded to the student. If the student withdraws at the 30% point in the term, he or she 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. Schreiner will return \$2,000 (\$2,500 less \$500 refunded to student) and \$1,850 of the federal grants. The student would be responsible for repaying the \$500 in loan money to the lender as per terms on the promissory note.

Although financial aid must be returned to federal programs as prescribed by federal regulations, the Schreiner University Tuition Refund Policy does not refund tuition at the same percentages. Students will be required to pay Schreiner University for any balances owed after the tuition refund and financial aid refunds have been calculated. Institutional and state aid are administered by the institutional refund policy.

If part of the balance owed to Schreiner University is the repayment of a federal grant, Schreiner University 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 Accounting Services Office. Students who fail to repay the funds within 45 days or to make satisfactory payment arrangements will be considered to have received an overpayment of federal financial aid. This overpayment will be reported to the U.S. Department of Education. Once reported to the U.S. Department of Education, the student will no longer be eligible to receive Title IV funds from any college or university.

Students are encouraged to meet with the Director of Financial Services **before** the withdrawal process has been started so that they will know the financial impact of withdrawing from college.

## STUDY ABROAD

Enrollment in a program of study abroad that is approved for credit by Schreiner University may be considered enrollment at Schreiner University for purposes of applying for federal and state financial aid assistance.

A Program Fee applies – amount to be determined yearly.

## FINANCIAL AID AWARD FUNDING

Funding for institutional scholarships, grants-in-aid, and work-study comes, in part, from private donations and endowment earnings, often with donor stipulation as to qualifications. Students need not apply for specific scholarships or grants. To be considered for an award, a student must complete the Free Application for Federal Student Aid (FAFSA) available at [www.studentaid.gov](http://www.studentaid.gov).

Academic scholarships and grants are awarded if students meet the academic criteria of the scholarship or grant and maintain a minimum grade point average as specified by the award. If financial need is demonstrated in addition to the academic award, the scholarship will become part of the overall need-based award.

Scholarships and grants are available to students who demonstrate academic achievement, financial need, leadership potential, live in a specific geographic area (Texas Hill Country, East Texas), are “non-traditional” students, are pursuing a specific academic major, or participate in the work-study program. A complete list of scholarships and grants can be obtained from the Schreiner University Office of Financial Services.





# STUDENT SERVICES AND FACILITIES

## ATHLETIC AND RECREATION FACILITIES

All athletic facilities are used by the entire student body through Athletic Team participation and Campus Recreation programming. Schreiner University athletic facilities include the Event Center, Edington Sport Complex, the George and Frances Cree Tennis Complex, baseball field, softball field, soccer turf field, football practice field, swimming pool, outdoor sport court, sand volleyball, disc golf course, and pickle ball courts.

## BOOKSTORE

The University Bookstore Schreiner Outfitters stocks school supplies. The store also carries collegiate wear, school novelties, toiletries and other items.

## CAILLOUX CAMPUS ACTIVITY CENTER

The Cailloux Campus Activity Center is where students will find the “Lion’s Den”, the social gathering place on campus where students, staff, and faculty can meet to grab some food, watch a game on the big screen, play a game of billiards or foosball, or play some of our esports games in the Spawn Point Gaming Lounge. You can also find the Schreiner Outfitters (where you can find all of your Schreiner gear), as well as the mail center, conference center, and administrative offices for Student Affairs, Registrar, and the Academic Advising Center.

## CAMPUS RECREATION

Campus Recreation located in the Mountaineer Fitness Center gives the Schreiner Community an opportunity to participate in pastime activities as well as the opportunity to expand upon their recreational experiences by offering the following: Fitness, Intramurals, Open Rec, Special events, Club Sports, and Mountaineer Adventure Program.

## CAMPUS SECURITY

Campus Security staff provide coverage 24 hours per day, seven days per week. Their services include policy and law enforcement, emergency assistance, parking and traffic regulation, building security and institutional safety policy enforcement.

## OFFICE OF MEANINGFUL WORK

The Office of Meaningful Work coordinates on campus student employment opportunities. This includes both those students awarded with federal work study funds and those not eligible. Campus employment opportunities assist students in gaining valuable work experience while earning their degree. In addition, this office assists students with career exploration, self-assessment, job readiness, employment and graduate school searches

through individual advising and through a series of workshops. Services include on-line career exploration program, training in resume development, letter writing, interview skills, and full-time, part-time and summer employment referrals and assistance with locating internship opportunities. Services are available to all current students and graduates.

## STUDENT SUCCESS – ACADEMIC SUPPORT SERVICES – DICKEY HALL (1<sup>ST</sup> FLOOR)

### **Peer Tutoring**

Students meet with peer tutors to discuss and student course material, receive assistance with homework or course assignments and promote lifelong learning practices. The peer tutors are recommended by faculty for their high performance in courses and develop professional skills in tutoring by receiving ongoing tutor training. Peer tutoring is available free of charge to all Schreiner students. No appointments are necessary, services are provided on a walk-in basis.

### **Writing Center**

Students meet with peer writing tutors to discuss ideas, revise papers, and improve writing skills. Recommended by faculty, the writing tutors help students at all stages in the writing process from brainstorming, focusing, and organizing to formatting and tone. The Writing Center can assist with writing in all content areas. Although walk-ins are welcome, we encourage students to make an appointment to more efficiently serve their needs.

**Supplemental Instruction** – SI is offered in selected high-risk courses that students often find especially challenging. Students meet with a dedicated SI leader in organized study groups that focus on studying materials from specific courses. Students that have already successfully completed that course, the SI leaders attend class lectures, plan and lead free, ongoing study sessions for any student in that course who wishes to attend.

## CHAPEL

The University Chapel is located in the Junkin Ministry Center and is available for individual and group worship. During the academic year, weekly chapel services are held in the chapel under the direction of the University Minister.

## COUNSELING

Counseling services are provided through the Department of Counseling and are overseen by the Director of Wellness and Mental Health Services, who coordinates a range of support services and programs focused on student wellness and mental health.

Primary counseling services are offered in partnership with TimelyCare (accessible via the TimelyCare app or at [timelycare.com/schreiner](https://timelycare.com/schreiner)). Through this platform, students have access to 24/7 on-demand emotional support, up to six scheduled counseling sessions with a licensed mental health provider, health coaching, a peer support community, and guided self-care resources.

In addition, the University Minister is available on campus to provide counseling and support to students.

# SCHREINER UNIVERSITY CLINIC

Schreiner University Clinic offers many services to assist students when they are injured or sick. The clinic is located in the Mountaineer Fitness Center and information regarding health, nutrition, and prevention of illness and disease is available.

Staff members are available to discuss any specific concerns or requests for information. All health records and discussions with the staff or the provider are private and confidential.

For health-related emergencies after hours, Campus Security staff are trained in First Aid and CPR and can be reached at (830) 739-1111. In the case of emergency, dial 911 (9-911). Mental health counseling is confidential and available to students free of charge.

## HEALTH INSURANCE

Accident and Sickness Insurance is mandatory for students. The university will verify that all athletes, international and nursing students have insurance. Health Insurance insures students can access health care off campus, consult a specialist and have coverage for emergency and hospitalization. All students are encouraged to carry a copy of their insurance card to avoid delay in healthcare in an emergency.

## LIBRARY

The William M. Logan Library provides innovative information resources and services in support of the University's educational program. The Library has over 100,000 volumes and subscribes to over 200 periodicals and newspapers. From approximately 50 public access workstations, students may access the Internet, the library's web page and catalog as well as over 50 different electronic databases, many of which include full-text articles. A limited number of laptops with wireless network access are available for student checkout. A Student ID and a signature accepting responsibility are required.

The Library is arranged in open stacks enabling students to browse and make their own book selections. The facilities include reading and study areas, individual carrels, group study rooms, photocopier, and an electronic classroom of twelve internet-connected computers open for class or individual use. Instruction in library research methodology and current research technology is provided for individuals and classes under the direction of professional librarians.

Bibliographic information about the Library's book collection is available on the library's website at <http://library.schreiner.edu>. The reference collection of over 5,000 print volumes includes encyclopedias, bibliographies, atlases, periodical indexes, and other reference sources. Special collections include the Schreiner University Collection, the Texas Hill Country Collection, and the Sam Lanham Digital Library of Texas Hill Country History.

The Library's holdings are supplemented by participation in the Online Computer Library Center (OCLC), a computerized international network of over 20,000 libraries, and by membership in the Council of Research and Academic Libraries, a library consortium for the San Antonio area and TexShare, a consortium of Texas college and university libraries.



# MOUNTAINEER FITNESS CENTER

The Mountaineer Fitness Center provides the Schreiner University Community with a safe and engaging environment, in order to pursue healthier lifestyle choices through health and wellness, fitness, and recreation programming and services. Campus Recreation, Schreiner University Clinic, and Athletic Offices are located in the Mountaineer Fitness Center.

## ORIENTATION

Orientation is essential in assisting new students with their transition to Schreiner University. During Orientation, new students meet with a faculty advisor to review course offerings, learn about campus services and programs, receive detailed information on financial aid, and meet a variety of people ranging from faculty to administrators to other new and current students. To meet the needs of all our newly admitted students as they make their transition there are two types of orientation programs provided, Mountaineer Days and Transfer Orientation. Mountaineer Days is our mandatory orientation program for all new freshman students (A parent orientation is also available during this program.) Our Transfer Orientation program is available for all new transfers and/or new students that do not follow the path directly from high school to college.

## STUDENT AFFAIRS

Student Affairs includes the offices and staffs of Counseling Services, Campus Recreation, Greek Life, Orientation, Student Activities, Recognized Student Organizations, Residence Life, Club Sports, Esports, Campus Ministry, Athletics, and the Schreiner Institute. Students may contact the Dean of Students to voice concerns, file appeals or whenever assistance is needed. Please see *Student Handbook* for more information for procedures for student complaints/appeals.

## STUDENT RESIDENCES

On-campus residence halls and apartments provide accommodations for approximately 1000 students. Facilities are air-conditioned and include a desk, single bed, dresser, chair, and closet facilities. Mattresses are Twin-XL. The apartments also contain living room furnishings and a kitchen.

All campus living areas have wireless access to Internet services. Current details are always available on the Instructional Technology website at <https://schreiner.edu/campus-life/campus-services/schreiner-technology/>. University housing is closed during academic scheduled breaks at Christmas. Housing for students during vacation periods must be approved by the Director of Residence Life. Students are expected to become involved in the total life of the University and to develop human relations skills essential for success in many areas of life. Through a variety of personal learning opportunities outside of formal classrooms and laboratories, students will continue the life-long learning process.

# RESIDENCY REQUIREMENTS

Schreiner University believes on-campus living contributes to our students' overall education and accordingly requires all full-time first-, second- and third-year students to live on campus. Students with less than 60 earned credits are required to live in the residence halls. Upper class students may select a space in the apartments.

All full-time students must live in campus housing for 6 full semesters. A student may live off campus upon completion of 90 hours of University credit or if they have already lived on-campus for a total of six semesters, or if the student is 23 years of age or older, is married, is a veteran of the US military, or is living with her/his legal guardian in one of the following counties: Kerr, Gillespie, Kendall, Edwards, Bandera, Real, or Kimble.

Those with special circumstances may request exemption from the housing policy in writing to the Director of Residence Life. Returning students must request exception during the annual housing selection process. New students must submit their appeal as soon as they are admitted. Students will receive notification once the verification process is complete. Students found to be in violation of the residency requirement will be required to move on to campus. If the student does not comply within ten (10) days, the Director of Residence Life may recommend cancellation of the student's registration and/or the student will be billed for room and board charges for each term of non-compliance.

Undergraduate students who reside in university housing facilities are required to contract with the University for a meal plan. A variety of meal plans are offered, and the requirements are dependent on where the student is living on campus.

Damage and fines for unacceptable room and furnishing conditions will be assessed as they occur and/or within thirty (30) days of the date a student checks out of a room. The occupants of the room share equally in all costs when there is a disagreement between them regarding responsibility. The repair costs for excessive damage to public areas, which cannot be attributed to an individual student(s), will be prorated among the residents of the living group. The University reserves the right to enter and inspect all campus housing to ensure student health and safety, and to provide maintenance services when deemed necessary and without prior notice.

All residential students must complete a Housing Agreement and are expected to follow the rules and regulations as set out in the Student Code of Conduct.

# CAMPUS LIFE

The purpose of Schreiner University is to provide a rigorous liberal arts education, one which will help students grow into competent, cultivated and concerned individuals. The Schreiner experience presupposes that healthy human growth is whole, claiming all the intellectual, social, physical and spiritual dimensions of each person's life. Campus activities and programming promote student initiative by providing opportunities for the integration of these dimensions in the development of a well-rounded life.

## ATHLETICS

The athletics program at Schreiner plays an integral part in the whole person development program of the University. The basic components of the sports program are intercollegiate sports. The objective is to provide both men and women the opportunity to participate in organized athletics competition. In compliance with the Title IX regulations of the Department of Health and Human Services specifying that schools and colleges must offer equal opportunities for women to participate in athletics, the University fields intercollegiate teams for women and men in a variety of sports and programs. The University competes primarily in the American Southwest Conference of the National Collegiate Athletic Association (NCAA) in Division III. The NCAA is the organization through which the nation's colleges and universities speak and act on athletics matters at the national level. It is a voluntary association of approximately 1,200 institutions, conferences, organizations and individuals devoted to the sound of administration of intercollegiate athletics.

### DIVISION III PHILOSOPHY STATEMENT

Colleges and universities in Division III place the highest priority on the overall quality of the educational experience and on the successful completion of all students' academic programs. They seek to establish and maintain an environment in which a student-athlete's athletics activities are conducted as an integral part of the student-athlete's educational experience, and an environment that values cultural diversity and gender equity among their student-athletes and athletics staff.

*To achieve this end, Division III institutions:*

- a) Expect that institutional presidents and chancellors have the ultimate responsibility and final authority for the conduct of the intercollegiate athletics program at the institutional, conference and national governance levels;
- b) Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (e.g., students, alumni, institutional personnel) than on the general public and its entertainment needs;
- c) Shall not award financial aid to any student on the basis of athletics leadership, ability, participation or performance;
- d) Primarily focus on intercollegiate athletics as a four-year, undergraduate experience;

- e) Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;
- f) Encourage participation by maximizing the number and variety of sport offerings for their students through broad-based athletics programs;
- g) Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;
- h) Assure that athletics participants are not treated differently from other members of the student body;
- i) Assure that student-athletes are supported in their efforts to meaningfully participate in nonathletic pursuits to enhance their overall educational experience;
- j) Assure that athletics programs support the institution's educational mission by financing, staffing and controlling the programs through the same general procedures as other departments of the institution. Further, the administration of an institution's athletics program (e.g., hiring, compensation, professional development, certification of coaches) should be integrated into the campus culture and educational mission;
- k) Assure that athletics recruitment complies with established institutional policies and procedures applicable to the admission process;
- l) Exercise institutional and/or conference autonomy in the establishment of initial and continuing eligibility standards for student-athletes;
- m) Assure that academic performance of student-athletes is, at a minimum, consistent with that of the general student body;
- n) Assure that admission policies for student-athletes comply with policies and procedures applicable to the general student body;
- o) Provide equitable athletics opportunities for student-athletes and give equal emphasis to men's and women's sports;
- p) Support ethnic and gender diversity for all constituents;
- q) Give primary emphasis to regional in-season competition and conference championships; *and*
- r) Support student-athletes in their efforts to reach high levels of athletics performance, which may include opportunities for participation in national championships, by providing all teams with adequate facilities, competent coaching and appropriate competitive opportunities.

The purpose of the NCAA is to assist its members in developing the basis for consistent, equitable competition while minimizing infringement on the freedom of individual institutions to determine their own special objectives and programs. The above statement articulates principles that represent a commitment to Division III membership and shall serve as a guide for the preparation of legislation by the division and for planning and implementation of programs by institutions and conferences.

## OFFICE OF CHANGING GLOBAL SOCIETY

The Office of Changing Global Society oversees short-term and long-term study abroad and study away experiences for students, supports multicultural programming events on campus, and facilitates student exchanges with other universities. This office works closely with faculty and staff to organize meaningful events and valuable experiences for students, both domestic and abroad, that will aid students in developing a global perspective and engaging within our wider global society.

## FRATERNITY & SORORITY LIFE

Schreiner University supports a Fraternity & Sorority Life program that benefits the holistic development of our undergraduate students. The men's and women's fraternal organizations are expected to encourage high standards of leadership, scholarship, character, conduct and social education. In accordance with federal law, these groups may limit their membership to a single gender. They are subject to all policies of the University, including those which apply to Recognized Student Organizations and specifically Fraternity & Sorority Life.

## NATIONAL COLLEGIATE HONOR SOCIETIES

**Alpha Chi** – Schreiner University sponsors the Texas Alpha Sigma chapter of Alpha Chi, a national honor society whose purpose is to promote and honor academic excellence and exemplary character. The upper tenth of the junior and senior classes is elected to membership each year based on the eligibility criteria of superior academic achievement and character.

**Alpha Epsilon Delta** – Alpha Epsilon Delta (AED) is the National Health Preprofessional Honor Society dedicated to recognizing and encouraging excellence among students pursuing careers in health professions. Serving both as an honor society and a service organization, AED fosters academic achievement, professional development, and community service. Membership is open to students enrolled in health preprofessional curricula – including medicine, dentistry, optometry, podiatry, veterinary medicine, and other healthcare fields requiring post-baccalaureate study leading to an advanced degree. To be eligible, students must have completed at least three semesters of college coursework, maintain a minimum cumulative GPA of 3.3, and a science GPA of 3.3 in biology, chemistry, physics, and mathematics courses.

**Alpha Lambda Delta** – As a freshman honor society, Alpha Lambda Delta, encourages superior academic accomplishment through the recognition of students who have achieved a 3.5 or better GPA in their first term at Schreiner. They must also be enrolled full-time, working toward a bachelor's degree and be in good standing with the institution.

**Alpha Psi Omega** – Alpha Psi Omega recognizes students with outstanding achievement in theatre.

**Alpha Sigma Lambda** – Alpha Sigma Lambda is a national honor society for adult learners. Membership requires a minimum of 24 undergraduate hours; 12 of which must be in the Liberal Arts and Sciences. To be considered for membership, a student must be currently matriculated at Schreiner University and have at least a 3.2 GPA.

**Beta Beta Beta Biological Honor Society** – TriBeta is a society for students, particularly undergraduates, dedicated to improving the understanding and appreciation of biological study and extending boundaries of human knowledge through scientific research. Regular members must have completed at least one term of the second year of a four-year curriculum (45 hours earned total on the date of application), have completed at least three courses in biology, of which at least one is not an introductory course, have a minimum 3.0 GPA in biology, have a minimum 3.0 cumulative GPA, be in good academic standing with the university, and be willing to contribute time and effort to chapter activities.

**Delta Alpha Pi (DAPI)** – An International Honor Society, established in 2004, that encourages students with diagnosed learning differences to join a community that celebrates achievements and fosters leadership. Students may apply to Delta Alpha Pi after they have completed 24 credit-hours with an overall GPA of 3.1. Additionally, potential DAPI members must present evidence of or self-identify with a documented learning disability, demonstrate interest in learning disability issues, and complete a pre-determined number of volunteer hours either within the campus or broader Kerrville community.

**Gamma Sigma Epsilon** – Schreiner University houses the Xi Theta chapter of Gamma Sigma Epsilon Chemistry Honor Society. The purpose of this organization shall be to recognize outstanding students demonstrating exceptional ability and interest in the field of chemistry. It aims to promote professionalism and scholarship in chemistry and the general welfare of its members. Minimum requirements for consideration are completed 16 credit hours in Chemistry coursework (at least CHEM 2312 or 2112) a minimum GPA of a 3.0 in chemistry coursework, and an overall cumulative GPA of a 3.75. If the criteria are met, current members will nominate eligible students for induction.

**Kappa Mu Epsilon** – Kappa Mu Epsilon recognizes outstanding achievement in mathematics. Members must have completed a minimum of three semesters of full-time university coursework, ranked in the upper 35% of their class, have completed at least three university courses in mathematics, including one semester of calculus; and have attained a “B” average or better in all mathematics classes.

**Lambda Pi Eta** – Lambda Pi Eta is the official Communication Studies honor society of the National Communication Association (NCA). Lambda Pi Eta recognizes outstanding academic achievement and undergraduate and graduate students in communication studies. Students may apply to Lambda Pi Eta after they have completed at least 60 credit-hours with at least 12 credit-hours in Communication studies courses. To be eligible students must have an overall GPA of at least 3.0, a GPA of at least 3.25 for all Communication Studies courses, and are ranked in the upper 35% of their class.

**Order of Omega** – Order of Omega is an honorary society for social Greeks. Selection is based on the four tenets of Greek Life: Scholarship, Service to community, Brotherhood/Sisterhood and Leadership. The purpose of Order of Omega is to recognize outstanding academics and leadership in fraternity and sorority systems on college and university campuses, leadership that promotes fraternity and sorority life on campus, as well as being a role model for leaders and members alike.

**Phi Alpha Theta** – Phi Alpha Theta is an American honor society for undergraduate and graduate students and professors of history. Undergraduate students must complete a minimum of 12 semester hours (4 courses) in History, achieve a minimum GPA of 3.1 in History and a GPA of 3.0 or better overall. A maximum of 3 credit hours of online, transfer, or AP credits may be applied to the membership eligibility requirement.

**Sigma Beta Delta** – This international honor society recognizes students who major in business, management and administration and have earned at least a 3.00 cumulative GPA and a 3.25 GPA in the major.

**Sigma Tau Delta** – Alpha Gamma Xi is the Schreiner chapter of Sigma Tau Delta International English Honor Society. This society recognizes outstanding English majors of junior classification with a minimum of a 3.5 GPA in all English courses.

**Sigma Theta Tau** – The Honor Society of Nursing, Sigma Theta Tau International is a not-for-profit organization whose mission is to improve the health of people worldwide through leadership and scholarship in practice, education and research. Membership in the honor society is by invitation to baccalaureate and graduate nursing students who demonstrate excellence in scholarship, and to nurse leaders who demonstrate exceptional achievement in nursing. Sigma Theta Tau International was founded in 1922 and currently has 134,000 active members in more than 90 countries. Members include practicing nurses, instructors, researchers, policymakers, entrepreneurs and others.

## RECOGNIZED STUDENT ORGANIZATIONS

The Department of Student Activities offers a variety of opportunities for leadership and education through a number of Recognized Student Organizations. These groups include recreational clubs, honor societies, religious student organizations, social Greek Letter organizations, and special interest groups. The University encourages student participation in club activities of personal interest.

## OFFICE OF PURPOSEFUL LIVES

The Office of Purposeful Lives provides service learning and other volunteer opportunities for Schreiner students, staff and faculty. Through service activities students can become more involved in the campus and the greater community, gain leadership skills, develop an increased sense of civic responsibility and deepen their understanding of community and global issues.

## SPIRITUAL LIFE

An ordained University Minister coordinates religious activities and chapel services at Schreiner University and provides pastoral care and counseling. While Schreiner is within the Presbyterian tradition, the Campus Ministry Program is an ecumenical and interfaith ministry that celebrates the heritage and witness of various traditions.

Schreiner University seeks to promote a Christian witness while listening to, and learning from, students of other religious traditions, so as to unite all persons at their deepest level and to enrich lives through dialogue and sharing.

## STUDENT ACTIVITIES BOARD

The Student Activities Board (S.A.B.), with the assistance of the Director of Student Activities, plans and schedules campus wide events throughout the academic year. Events may include billiards and gaming tournaments, speakers, dances, movies, live

music performances in partnership with the Trailhead Beer Garden, and a multitude of other student centered social and educational activities. Volunteer positions are available through the S.A.B. for interested students.

## STUDENT PUBLICATIONS

*The Muse*, the University's annual literary magazine, provides a showplace for the artistic efforts – poem, essays, short stories, photography and artwork – of students, faculty and staff members. Student involvement is welcomed and the work experience is great for the resume.

## STUDENT GOVERNMENT

The Student Government Association is the Schreiner student governing body, created by joint action of faculty and students during the session of 1929-30. It was organized to promote the general welfare of students, school spirit, scholarship and citizenship. Members are elected by the student body during annual elections held in the spring term. Representatives from SGA serve on numerous committees and Executive officers represent the student body at Board of Trustees functions and other University events.





# ACADEMIC PROGRAMS

## ACADEMIC POLICIES

### ACADEMIC CALENDAR

The Schreiner University Calendar for the academic year consists of a Fall Term of about 15 weeks, and a Spring Term of 15 weeks. There are 6 seven-week sessions for the online RN-BSN, MBA, MEd. and MSN programs. There are also 2 Summer Terms for those who choose to participate. The Fall Term and the Spring Term are considered “long terms.”

### ACADEMIC CREDIT

All academic credit is awarded in semester hours.

Schreiner University defines a credit hour as approximately 45 hours of student work within the context of a single course. This work includes class time and out of class work. The intensity of this work is subject to change according to differences in discipline, degree level, and the outcomes associated with the course. When a course is delivered in a non-traditional, online, or blended format, every effort shall be made to make that course equivalent to a comparable traditional resident course in terms of syllabus, requirements, and expected outcomes.

### COURSE LOADS

To be considered “full-time,” a student must carry a minimum of 12 hours of course work each long term. Maximum course loads are 18 hours per long term, and six hours in Summer Term. Exceptions must be approved by the Registrar.

### CLASSIFICATION OF STUDENTS

A freshman is one who has met all entrance requirements but who has earned fewer than thirty semester hours of credit.

A sophomore is one who has met all entrance requirements and who has earned thirty semester hours of credit.

A junior is one who has met all entrance requirements and who has earned sixty semester hours of credit.

A senior is one who has met all entrance requirements and who has earned ninety semester hours of credit.

# GRADES AND GRADE REPORTING

Grades are issued to the student at the end of each term. 4-week and mid-term grades are also issued. These grades are not permanently recorded but are provided for information and guidance. Letter grades are assigned in all courses unless otherwise noted in the catalog description of the course.

|    |                        |                                                                                             |
|----|------------------------|---------------------------------------------------------------------------------------------|
| A  | Excellent              | 4 grade points per semester hour                                                            |
| B  | Good                   | 3 grade points per semester hour                                                            |
| C  | Satisfactory           | 2 grade points per semester hour                                                            |
| D  | Passing                | 1 grade point per semester hour                                                             |
| F  | Failing                |                                                                                             |
| I  | Incomplete             | (becomes “F” or “U” unless work is completed within one long term after the “I” is given)   |
| PR | Work in Progress       | (becomes “F” or “U” unless work is completed within two long terms after the “PR” is given) |
| S  | Satisfactory           | (at least “C” quality)                                                                      |
| U  | Unsatisfactory         |                                                                                             |
| W  | Withdrawn from classes |                                                                                             |

Certificate programs require at least a 75% passing grade in all classes to continue in the program.

# GRADE POINT AVERAGE CALCULATION

*The grade point average is calculated by:*

1. Multiplying the grade earned in each class by the number of hours credit for that class to achieve grade points.
2. Dividing the total hours attempted into the total grade points accumulated.

## ***For Example***

|         |                 |                  |           |
|---------|-----------------|------------------|-----------|
| English | Grade B (3 hrs) | 3 g.p. x 3 hrs = | <b>9</b>  |
| History | Grade C (3 hrs) | 2 g.p. x 3 hrs = | <b>6</b>  |
| Math    | Grade C (3 hrs) | 2 g.p. x 3 hrs = | <b>6</b>  |
| Biology | Grade B (4 hrs) | 3 g.p. x 4 hrs = | <b>12</b> |
| Music   | Grade A (1 hr)  | 4 g.p. x 1 hrs = | <b>4</b>  |
|         |                 | <b>14</b>        | <b>37</b> |

37 grade points divided by 14 hours = 2.642 or a 2.64 GPA.

# ACADEMIC HONORS

## TERM HONORS

**President's List and Dean's List:** To qualify for the President's List, a full-time student must have passing grades in all courses and, must earn at least a 4.00 grade point average and at least 12 hours credit for the term. To qualify for the Dean's List, a full-time student must have passing grades in all courses and, must earn at least a 3.50 grade point average and at least 12 hours credit for the term. Academic honors are listed for the Fall, Spring, and Summer Terms only. Part-time students are not considered for academic honors.

## GRADUATION HONORS

A student whose grade point average is 3.50 or better is considered a graduate of distinction provided that graduate has earned at Schreiner at least 30 credit hours for an associate degree or at least 30 credit hours for a bachelor's degree.

|                       |                               |
|-----------------------|-------------------------------|
| ASSOCIATE DEGREE:     | 3.85 – Highest Honors         |
|                       | 3.50 – Honors                 |
| BACCALAUREATE DEGREE: | 3.90 – <i>Summa Cum Laude</i> |
|                       | 3.75 – <i>Magna Cum Laude</i> |
|                       | 3.50 – <i>Cum Laude</i>       |

A student in the Schreiner Honors Program is considered a Schreiner Honors Program Scholar provided that the graduate has at least a cumulative 3.50 GPA and has been in the Honors program at least the last four (4) consecutive long terms.

## ACADEMIC GOOD STANDING

To remain in good academic standing and avoid academic probation, a student (except a first time full-time student after the first semester at Schreiner) must earn a 2.00 cumulative GPA. The university reserves the right to place on academic probation any student whose term GPA falls below 1.50 in a semester. The Schreiner cumulative Grade Point Average (GPA) is calculated on work only attempted at Schreiner. NOTE: This policy should be read in conjunction with the college's policy on Satisfactory Academic Progress Standards of this catalog. A student's academic eligibility and financial aid eligibility are closely related. Both are measures of satisfactory academic progress intended to encourage behavior which leads to academic success.

## SCHEDULE FOR SUFFICIENT ACADEMIC PROGRESS

| LENGTH OF ATTENDANCE                  |                                    |
|---------------------------------------|------------------------------------|
| <i>Semesters as Full-Time Student</i> | <i>Minimum Credit Hours Earned</i> |
| 2                                     | 24                                 |
| 4                                     | 49                                 |
| 6                                     | 75                                 |
| 8                                     | 102                                |

### ACADEMIC PROBATION/SUSPENSION

A student who does not meet the minimum Schreiner cumulative grade point average will be placed on academic probation. While on academic probation, a student will be allowed no unexcused absences. A student on academic probation should register for no more than fifteen (15) academic hours. A student who remains on probation for a second long term may be academically suspended at the end of that term. The University reserves the right to suspend any student whose term GPA falls below a 1.0 in a semester regardless of probation status.

Suspension remains effective for one long term. Within ten days of notification, suspension may be appealed in writing to the Vice President for Academic Affairs. All appeals are reviewed by the university's admission committee.

A student on probation who earns a term GPA above 2.0 will remain academically eligible to enroll though still on probation until the cumulative GPA is acceptable as defined above.

After a term of suspension, application for re-admission to the University may be made to the Office of Admission.

### REPETITION OF COURSES

Students are permitted and encouraged to repeat only courses in which they have D's and F's with the goal of improving their overall academic averages at Schreiner. Although only the better grade obtained on a repeated course is included in a student's grade point average, it should be noted that other institutions to which the student may wish to transfer consider total hours attempted in calculating the GPA.

### AUDIT

Any enrolled student wishing to audit a course must complete a Request to Audit Form in the Office of the Registrar no later than the first day of class. Auditing students do not take exams or complete assignments for the course. A student may not change from credit to audit nor from audit to credit during the course of the term. Tuition for an audited course is one-half the tuition which would be charged for the course if taken for credit.

## CHALLENGE EXAM POLICY

Students enrolled at Schreiner University are eligible to challenge most courses by departmental examination. No student on academic probation is allowed to challenge a course. Prerequisites must have been met for courses challenged, and no course (or equivalent at another college) for which the student has any college transcript entry or is currently enrolled, may be challenged. These examinations may be taken only once and must be completed during the term in which the student registers for them. Only if a satisfactory score, C or above, is earned, will credit by examination be noted on the transcript. No letter grade is given. The fee, one-sixth of the cost of the course, is payable in advance. Application must be made to the Registrar. Registration must be completed before the last day to add a course during any term.

## WORLD LANGUAGES PLACEMENT POLICY

The Spanish Language Placement Exam tests a student's general level of language competency in order to match the student's level of skill with a corresponding level of study. The exam is offered twice annually, typically once in the fall and once in the spring. *A student's scores on this test will place him or her into one of the following five categories, each of which corresponds to a coursework level at SU:*

1. **Basic I:** *placement in SPAN 1401*
2. **Basic II:** *placement in SPAN 1402, credit for SPAN 1401*
3. **Intermediate I:** *placement in SPAN 2303, credit for SPAN 1401 and 1402*
4. **Intermediate II:** *placement in SPAN 2304, credit for SPAN 1401, 1402 and 2303*
5. **Advanced:** *placement in any 3000 level SPAN course, credit for all preceding lower-level coursework*

Please note that students must take the placement exam prior to the start of the term for the language coursework in question, as placement adjustments cannot be made for coursework that is already in progress. There are no retakes for the Spanish Proficiency Exam as a general policy. For more information about upcoming exam dates, check with the Registrar's office or with Learning Support Services. To confirm your sign-up for a particular exam date, email the Coordinator of LSS directly.

For all baccalaureate degrees, credit may be awarded for lower level courses based on placement exam scores. Students with a placement score at the level of 1402 or above may, upon written request to the Registrar, be given credit for the required courses. Refer to appropriate discipline statements.

## CLASS ATTENDANCE

The University considers prompt and regular class attendance an important obligation of the student. Excessive absences normally affect the quality of achievement and, concomitantly, the grade. Each instructor is responsible for establishing attendance standards in keeping with the nature of the course and will provide the student at the first class meeting a written copy of the policy. Developing a positive attendance policy helps to insure the likelihood of academic progress.

# SCHREINER UNIVERSITY

## CODE OF ACADEMIC CONDUCT

### PURPOSE

The University recognizes honesty and integrity as essential elements of the academic function of the University. The following regulations are promulgated in the interest of protecting the equity and validity of the University's grades and credentials and to assist students in developing standards and attitudes appropriate to academic life.

### SCOPE

This policy is a University policy that applies to all administrators, faculty, staff, and students. The Registrar will be responsible for the oversight of this policy.

### POLICY

#### **Basic Standards of Academic Conduct**

All members of the academic community are responsible for promoting and maintaining a climate of academic integrity at Schreiner University. It is the expectation of the community of scholars that students will act fairly and honestly at all times.

#### **Artificial Intelligence Policy**

Technology has the capacity for rapid change, and use of some technology may affect students' ability to learn and succeed. This is certainly the case for artificial intelligence (AI). Generative AI has great productive power but also poses certain risks for students who present AI-generated work as their own. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for your academic success. However, understanding what AI can and cannot do is also important and may be used as a learning tool by some instructors.

Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. Because there is no one-size-fits-all policy regarding generative AI, the policy of Schreiner University is that *permissible use of generative AI is at the discretion of a course's instructor or of a research mentor*. The guidelines in one course have no impact on the guidelines in another course. Instructor AI guidelines should be clearly explained in the course syllabus, and undergraduate research expectations should be clearly explained by a research mentor before the opportunity for AI misuse takes place. Violations of the respective guidelines of courses or mentored research will be treated as academic misconduct.

Examples of academic misconduct include, but may not be limited to:

1. **Cheating.** Using unauthorized notes, study aids, or information on an examination; altering a graded work after it has been returned, then submitting the work for re-grading; allowing another person to do one's work and submitting that work under one's own name; copying; submitting identical or similar papers for credit in more than one course without prior, written permission from the course instructors.
2. **Plagiarism.** Submitting material that in part or whole is not entirely one's own work without attributing those same portions to their correct source. (Themes, essays, term papers, tests and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when the ideas

of another are incorporated in the paper, they must be appropriately acknowledged. Faculty may elect to employ a plagiarism detection service [such as Turnitin.com or other] to aid in compliance monitoring. Students should consult with professors about the details of course requirements as to methods of documentation.)

3. **Fabrication.** Falsifying or inventing any information, data or citation; presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.
4. **Obtaining an Unfair Advantage.** (a) Stealing, reproducing, circulating or otherwise gaining access to examination materials prior to the time authorized by the instructor; (b) stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; (c) unauthorized collaborating on an academic assignment; (d) retaining, possessing, using or circulating previously given examination materials, where those materials clearly indicate that they are to be returned to the instructor at the conclusion of the examination; (e) intentionally obstructing or interfering with another student's academic work; or (f) otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
5. **Collusion.** (a) Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, including sale or purchase of materials or (b) providing false information in connection with any inquiry regarding academic integrity. (Collusion is distinct from collaborative learning, which may be a valuable component of students' scholarly development. Different levels of collaboration are acceptable in different courses and students are expected to consult with their instructor if they are uncertain whether their cooperative activities are acceptable.)
6. **Falsification of Records and Official Documents.** Altering documents affecting academic records; forging signatures of authorization or falsifying information on an official academic document, grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.
7. **Unauthorized Access to Computerized Academic or Administrative Records or Systems.** Viewing or altering computer records, modifying computer programs or systems, releasing or dispensing information gained via unauthorized access, or interfering with the use or availability of computer systems or information.
8. **Unauthorized Use of AI.** See the above AI Policy and the individual instructor's syllabus.

## RESPONSIBILITIES

### Responsibility of Students

The successful implementation of the Schreiner University Code of Academic Conduct depends on the students' willingness to support its tenets. Students should:

- Be honest at all times.
- Treat others fairly.
- Take responsibility for their actions individually and as a group.



- Create an atmosphere of academic integrity within the University community.
- Be proactive about knowing the rules of conduct and asking questions when aspects of the code, such as plagiarism or collaboration, are unclear.
- Maintain confidentiality throughout the process.

## **Due Process**

### **1. Finding of Academic Misconduct**

Sanctions may be levied on students who are found to be in violation of the Schreiner University Code of Academic Conduct. If a faculty member concludes that an act of academic misconduct has occurred, he/she will report the finding, in writing and within 5 business days, to the student and to the VPAA.

### **2. Appeal of Finding**

A student who has received a finding of misconduct letter from a faculty member may appeal the finding of misconduct, in writing and within 10 business days, to the Office of the Provost. The Office of the Provost will then, in writing and within 5 business days, report to the student and the faculty member a decision on the finding of misconduct.

If the Office of the Provost rules that the finding was in error, the allegation will be dismissed, the sanction(s) will be removed, and the result will be recorded in the VPAA's confidential files; otherwise, the sanction(s) will stand. The Office of the Provost's decision will be considered final.

### **3. Additional Sanctions**

Upon receipt of an initial report of academic misconduct from a faculty member, the VPAA will, within 5 business days, notify the faculty member and the student, in writing, of receipt of the report. The VPAA will then wait a minimum of 10 but not more than 15 business days for the result of any student appeal. If there is no appeal or if the finding is upheld, the VPAA may, within 5 additional business days and in writing to the student, levy additional sanctions. These sanctions may include any of the following:

- a) A defined period of probation, with or without the attachment of conditions
- b) A recommendation to instructor for a grade of "F" in the course
- c) Withdrawal of University funding
- d) Dismissal from University sanctioned programs including, but not limited to, the Honors Program, the Schreiner Teacher Education Program, athletics, sorority or fraternity membership, etc.
- e) A defined period of suspension, with or without the attachment of conditions
- f) Exclusion from the University
- g) Notation on the official record
- h) Revocation of an awarded degree

While any additional consequence(s) will be determined by the VPAA at his/her discretion, a first offense will usually result in no additional sanction, a second offense will usually result in one or more of those listed a)–d) above, while a third or subsequent offense will usually result in one or more of those listed e)–h) above. Second and subsequent offenses will become a part of the student's permanent record.

#### **4. Appeal of Additional Sanctions**

A student who has received one or more sanctions for academic misconduct listed e)–h) above may appeal the sanction(s), in writing and within 10 business days, to the Admission Committee. The Admission Committee will then, in writing and within 10 business days, report to the student, the faculty member, and the VPAA a decision on the sanction(s). If the Admission Committee rules that the sanction(s) is (are) inappropriate, they will impose an alternative sanction or sanctions that cannot be appealed; otherwise, the sanction(s) will stand. The Admission Committee's decision will be considered final.

### **ACADEMIC ADVISING**

Each student entering Schreiner University is assigned a faculty mentor and professional advisor to guide the student in the selection of courses and in solving problems relating to the college experience. The academic advising process allows the opportunity each term for personalized dialogue between faculty and students in which faculty members, with a thorough knowledge of the institution and its goals, attempt to perceive the needs of students and match those needs with available institutional resources. The advisors refer the new advisee to the appropriate sections of the Schreiner Catalog relating to major area of study, then, with the student, outlines and maintains on file a tentative degree plan. While the student is responsible for knowing and complying with catalog regulations and degree plans, the advisor serves as a valuable resource person and can minimize many difficulties through assisting the student in planning a course of study each term before registration.

### **ADD–DROP/WITHDRAWAL PROCEDURE**

A student is allowed to add a course or change sections during an announced period within the first week of each term. After this period, and shortly after mid-term, courses withdrawn from a student's schedule when official procedures are followed will be reflected by a W. After the stated date, courses may not be withdrawn. Check the University calendar regarding the last date to withdraw from a course. Official procedures for schedule changes and dropping courses may be secured from the Registrar's Office. All course changes and withdrawal must be approved by the Registrar to become official.

### **WITHDRAWALS FROM THE UNIVERSITY**

A student wishing to withdraw from the University within a term must complete a written withdrawal form in the office of the Registrar. A student may not withdraw from a term once the final examination period has begun.

Medical withdrawals are an exception to the university withdrawal/refund policy and are administered on a case-by-case basis. To request a medical withdrawal, a student must write a letter to Dean of Students, explaining the medical situation and how it has affected the student's ability to perform academically. Additionally, medical documentation must be submitted by a health care provider stating the student's diagnosis and time of treatment.

The University expects that each student will remain in academic good standing, fulfill the expectations described in the Code of Student Responsibility, meet attendance requirements specified for each course, and maintain a satisfactory fiscal relationship with the University. The University reserves the right to suspend or require the withdrawal of a student who does not meet these standards or for whom separation is judged by the University to be in the best interest of the student, other students or the University.

Withdrawals become official as of the date the withdrawal form is initiated with the Registrar. Withdrawal will be noted as a "W" on the Official record.

For any students living on campus, room and meal charges will be assessed as long as services are rendered.

## TRANSCRIPT OF RECORD

Official transcripts of credits will be sent directly to designated persons or agencies. Official transcripts of a student's academic record may be requested through Parchment. Information is on the Schreiner website, under Academics, Registrar, Transcripts.

## STUDENT PRIVACY

FERPA (Family Educational Rights and Privacy Act) also known as the Buckley Amendment was passed by Congress in 1974. All institutions that receive federal financial aid are required to comply with the FERPA laws. FERPA grants all enrolled college students the following four specific rights.

### 1. **The right to inspect and review the student's educational records**

*How does a student do this:* A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) that the student wishes to inspect. The University official will make arrangement for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed. The right to inspect does not entitle the student to have copies of their records, only to view them. Individuals must come to campus to do so. Special arrangements can be made if the distance is not commutable.

### 2. **The right to request the amendment of the student's educational records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.**

*How does a student do this:* A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

### 3. **The right to withhold the disclosure of a student's educational record except for legitimate educational interests.**

*How does a student do this:* All student educational records are kept confidential and cannot be released without the student's consent except for directory information. Students may however request that directory information also be kept confidential. To do so a student must submit a written request to the Office of the Registrar.

### 4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.**

*How does a student do this:*

*Complaints can be sent to:*

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901

### **Directory Information vs. Non-Directory Information**

A student's information may be considered directory information or non-directory information. Information that is considered directory information may be released without the student's permission, at the discretion of the University, unless the student has specifically submitted a request in writing to the Office of the Registrar requesting that all directory information be kept confidential. If a student requests that all directory information be kept confidential the University cannot release information to anyone, even a prospective employer. This level of confidentiality will remain in place even after the student withdraws or graduates and cannot be removed unless the student submits a request in writing to have it removed.

### **Schreiner University Directory Information**

Under FERPA, every institution must determine what information will be considered directory information. *At Schreiner University, the following information is considered directory information and may be released at the discretion of the University:*

- student's name
- address (any on file)
- telephone listing (any one file)
- e-mail address (any on file)
- date and place of birth
- major field of study
- participation in recognized activities and sports
- photos or videos
- information on height and weight of athletic team members
- dates of attendance
- degrees and awards received
- most recent previous educational institution attended
- and high school attended

All other educational records are not categorized as directory information and cannot be released to anyone but the student without the student's consent on file (with the exception of legitimate school officials and the other exceptions noted below). Students can provide consent to permit specific individuals (parents, guardians) access to their records by completing the FERPA Authorization.

Students can access the FERPA Authorization Form through the Registrar's office. For each individual to whom a student would like to give FERPA Authorization, the following information must be provided: Full Name, Relationship to the student, and Scope of Access.

### **Who is considered a legitimate school official**

The University can disclose a student's educational records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using the University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

### **Who can the information be released to besides a legitimate school official?**

*In certain instances student information may be released outside of the institution without the student's consent, examples are as follows:*

- In compliance with any needs resulting from audits, compliance, program reviews or accreditation by any federal or state agency as well as any independent organization or body responsible for related oversight.
- To comply with a judicial order or a lawfully issued subpoena.
- To organizations conducting certain studies for or on behalf of the University.
- To appropriate parties in a health or safety emergency.
- To parents of an eligible student who is claimed as a dependent for income tax purposes. In this case, the parent must provide an IRS Tax transcript each time the parent requests this information if a FERPA authorization for this parent is not on file. The IRS tax transcript must be submitted directly to the office which holds the records in question along with a written request to access the specified student's records. The tax transcript will be required even if the transcript is already on file with the University for financial aid purposes.

### **What records are considered educational records?**

Any type of record containing information directly relating to a student and maintained by an educational institution, or a party acting on behalf of an institution, qualifies as an educational record.

*Examples of an Educational Record include:*

- Biographical information
- Grades, test scores and evaluations
- Course work including papers and exams

- Class schedules or rosters
- Disciplinary records
- Billing and financial aid records
- Admission records
- Internship program records

### **What types of records are not considered educational records?**

*Certain records are not protected under FERPA such as:*

- Faculty, advisor or administrators notes which are used as a memory aid as long as they are not shared with others or put into a student's file. These are considered sole possession records.
- Campus Security Records
- Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
- Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.

### **Authorizing others to access records**

As noted above, a student may authorize a parent/guardian or other eligible person to have access to their records or discuss educational records with Schreiner University faculty, staff or administrators. The student should complete the FERPA Authorization Form, through the Registrar's Office.

*The following information must be entered by the student to accord access to his/her educational records to a parent/guardian/other:*

- The name of the person and that person's relationship to the student;
- The scope of access being granted to the designated person.

If the authorized individual is meeting with a school official in person, he/she can provide a valid form of ID to verify his/her identity. If the individual inquiring about a student's records is doing so by phone, he/she will need to verify their identity before the information can be released. Authorization to access records does not entitle the authorized party to obtain copies of records or documents, nor does it grant online access to student's records. Primarily the purpose of authorization is to enable the authorized third party to discuss matters pertaining to academic, billing or financial matters.

### **Once a student is no longer enrolled**

If a student's enrollment at Schreiner University lapses, either due to withdrawal, graduation, dismissal or any other reason, the information provided on FERPA Authorization Form is no longer valid. In most cases after enrollment ceases records are only discussed with the former student but the student may authorize his/her representatives to discuss matters on his/her behalf, especially pertaining to payments.

## ACADEMIC ADJUSTMENTS/AUXILIARY AIDS FOR STUDENTS WITH DISABILITIES

The mission statement of Schreiner University affirms the college's long-standing commitment to serve a diverse community. Included in this commitment are ongoing efforts to make the learning resources of the university accessible to students with disabilities. In accordance with Section 504 of the Rehabilitation Act of 1973, Schreiner University provides academic adjustments/auxiliary aids for students with physical/medical, learning, and psychological disabilities. Students desiring academic adjustments/auxiliary aids should contact the Director, Learning Support Services/Section 504 Coordinator, Schreiner University, Kerrville, 78028. Requests will be considered on a case-by-case basis.

Students requesting academic adjustments/auxiliary aids will be required to submit their requests in writing and to provide current, written documentation of the disability from a qualified professional. Only those requests which are supported by documentation and which do not compromise academic requirements essential to the program of instruction will be approved. *Documentation requirements are:*

**Learning Disabilities:** A psycho-educational or neuropsychological evaluation conducted by a licensed or certified psychologist, educational diagnostician or other appropriate professional which includes complete (including all subtest scores) results of widely accepted individually administered intelligence and achievement tests must be submitted. A clear statement indicating a diagnosis of 'learning disabled' must be included. Test results must support the diagnosis consistent with recognized discrepancy models or DSM-IV guidelines. An explanation of appropriate academic accommodations showing a clear relationship with the student's particular disability should be included.

**Attention Deficit Disorders:** An evaluation conducted by a physician or licensed psychologist which includes the questionnaires, interviews and observations used to identify the ADD or ADHD must be submitted. A summary should include information regarding the onset, longevity and severity of the symptoms, along with the functional limitations of the student and suggested academic accommodations.

**Psychological Disabilities:** Recent documentation prepared by a licensed mental health professional detailing the current Axis code diagnosis from the DSM-IV, the impact such condition will have on the student's academic activities and suggested academic accommodations must be submitted. Information regarding the onset, longevity and severity of the symptoms and medication history and current medication should be included.

**Medical And Physical Disabilities:** Current documentation of disabling medical and physical conditions and the resulting functional limitations prepared by an appropriate professional must be submitted. Recommended academic accommodations should be included. In the case of hearing impairments, an audiogram by a licensed audiologist showing evidence of a hearing loss must be submitted.

**Other Disabling Conditions:** Students who have disabling conditions that do not fall in one of the above categories will be considered on a case-by-case basis. Current documentation from a qualified professional providing a specific diagnosis and detailed support for the diagnosis must be provided. Information regarding functional limitations of the conditions and suggestions for academic accommodations should be included.

Documentation will be reviewed by the Section 504 Coordinator, in consultation with appropriate professionals as necessary, to determine the appropriateness of the request relative to the documentation. The Section 504 Coordinator will also determine, in consultation with instructors and faculty as necessary, whether academic requirements essential to the program of instruction will be compromised by approving the request.

## THE CORE CURRICULUM

The outcomes-based core curriculum at Schreiner University has, as its foundation, the philosophy and purposes of the university in its mission to prepare students for meaningful work and purposeful lives in a changing global society.

*The seven competency categories included in Schreiner's core are designed to develop students' breadth of knowledge across a variety of key learning outcomes, providing students a foundation of intellectual inquiry and general education skills upon which they can subsequently build the more specific knowledge and competencies that are required by their chosen field of study:*

- Analytical Abilities
- Communication
- Global Perspective
- Personal and Social Responsibility
- Engagement
- Skill and Resource Use
- Aesthetic Appreciation

## MAJOR/MINOR/CERTIFICATE

A major at Schreiner University consists of a minimum of twenty-four (24) advanced semester hours in addition to major and prerequisite courses (see discipline listing for specific courses). Unless otherwise specified by the discipline, a minor consists of at least eighteen (18) hours in a major field of study, twelve (12) of which must be advanced. All prerequisite courses for the advanced courses must be met. A disciplinary minor with a focus is a minor consisting of specified coursework (see discipline listing for specific courses) designed around a theme or outcome. An interdisciplinary minor requires specified coursework in multiple disciplines (see catalog for listing of available interdisciplinary minors and their requirements). Up to six hours may be satisfied by transfer credit. Only six hours upper level may be counted twice toward a student's certificate, minor or major. Schreiner University offers academic certificates which must include a minimum of 12 credit hours and may require as many as 21 credit hours.

## GRADUATE CONCENTRATION

For students who want to further focus their academic interests and sharpen their skill sets, the University offers concentrations at the graduate level. A concentration consists of at least nine (9) credit hours in a specific area of knowledge in addition to the hours required for completion of the graduate program. The coursework may be specified and/or students may be allowed to select coursework from a range of electives. The concentration will be designated upon completion on the official transcript.



## SENIOR CAPSTONE EXPERIENCE

During the senior year of study, each baccalaureate candidate must undertake an academic capstone experience which carries three semester hours of course credit. This capstone experience may be in the form of a project, thesis, or course which will synthesize materials incorporated within a major, demonstrate communicative proficiency about the major, and indicate a high level of critical thinking within the major. Specific alternatives are listed in the discipline descriptions of this catalog. Participation in standardized testing may be required for satisfactory completion of this course.

Students planning to undertake a project or thesis must have a 3.00 GPA in the major or have written permission of the academic department. No later than mid-term of the term prior to enrolling in Senior Project 4399 students must set up a project or thesis committee consisting of two faculty members, one of whom must possess competence in the student's field. In addition students must secure from the Registrar a thesis manual and secure approval of one member of the Committee to serve as the Project or Thesis Director. Students are allowed an extra semester to complete their projects or theses without registering. Failure to meet the completion deadlines may result in no credit for the thesis.

In several degrees, candidates may elect to substitute a professional internship in lieu of a thesis or project. Bachelor of Arts candidates who are pursuing EC-4 or 4-8 certification under the Multidisciplinary Studies degree plan may substitute their student teaching experience for senior project or thesis.

## SENIOR PROFESSIONAL INTERNSHIP

After earning ninety (90) semester hours, students who select an internship will undertake professional field employment which carries three semester hours credit. An internship for academic credit consists of 45 hours of work (paid or unpaid) per semester hour of credit earned (e.g., Three credit hours equals 135 work hours, as per the university's credit hour policy). This field employment provides the opportunity for the student to apply prior learning to practical job experiences. The nature of the internship experience must be approved by the Director of Professional Internships and the Academic Program Chair for the specific business discipline. Students will coordinate with the Office of Meaningful Work database to help secure a meaningful work internship experience. With rare exception, the Senior Professional Internship should be a paid internship. Participation in standardized testing may be required for satisfactory completion of this course.

## SECOND BACCALAUREATE DEGREE

A student wishing to obtain a second baccalaureate degree must complete a minimum of thirty unduplicated additional semester hours of credit at Schreiner University, including at least nine advanced hours in the new major field of study and all Schreiner core, major, and degree requirements; the total number of additional credit hours offered for the second degree must be no less than thirty semester hours beyond all requirements for the first degree. Honors are not awarded for the second degree.

## ALTERNATIVE MODES OF LEARNING/INSTRUCTION

In an effort to provide students with the greatest access and the greatest flexibility, Schreiner features alternative approaches to both learning and instruction. All semester course offerings from the catalog are scheduled with designated class meeting times and places. *In addition, certain courses may be taken by students in the following ways:*

- **Directed Study Courses** – these are specially designed, independent study courses listed neither in the catalog nor on the schedule but which nevertheless are deemed by a student and a sponsoring faculty member to be important to that student's degree program. Students may enroll in such courses only after submitting a "contract" spelling out the rationale for the course as well as the content, objectives and assignments for the course. This contract must be signed by the sponsoring faculty member, the student, student's advisor, department chair, dean and by the VPAA. All work must be completed within the semester of enrollment.

## DEGREES AND CERTIFICATES

Schreiner University awards three masters degrees: Master of Education (M.Ed.), Master of Business Administration (M.B.A.), Master of Science in Nursing (M.S.N.), five baccalaureate degrees: Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Science (B.S.) and Bachelor of Science in Nursing (B.S.N.); an associate degree: Associate of Arts (A.A.); and a one-year certificate in vocational nursing.

In addition, courses are taught to prepare students for Teacher Certification, Graduate Teacher Certification and Principal Certification.

Application for graduation must be filed with the Registrar during the first two weeks of the term in which the student will complete degree or certificate requirements. For baccalaureate degrees, the student, in consultation with his or her academic advisor, should file a degree plan with the Registrar no later than the first term of the junior year; degree-seeking students who have an approved degree plan on file may remain under that degree plan if there is no interruption of enrollment longer than two years. Graduate students may remain under an approved degree program if there is no interruption of enrollment longer than two years. The requirements that the student must meet for graduation are those specified in the catalog declared by the student in his or her approved degree plan. The final responsibility for meeting graduation requirements rests with the student and not with the University.

## REQUIREMENTS FOR DEGREES AND CERTIFICATES

*All candidates for any degree or certificate must:*

- apply for the degree or certificate through the process specified by the Registrar;
- complete requirements specified in the appropriate issue of the Schreiner University *Catalog*;
- earn a cumulative grade point average of at least 2.0 at Schreiner University and, if courses transferred from other institutions are offered for the degree, at least a 2.0 grade point average for all courses counted toward the degree;

- earn at least a 2.0 grade point average for all lower and upper level courses in the major taken at all institutions including Schreiner University.
- have completed 25% of coursework for the degree at Schreiner.
- receive the approval of the faculty;
- fulfill all financial obligations to the University;

All challenge, transfer, and/or correspondence course work toward a degree must have prior approval by the Registrar and be completed, documented, and on file in the Registrar's Office no later than the end of the term prior to the graduation term.

## GRADUATE

### **Master of Education**

The Schreiner University Master of Education (M.Ed.) allows for concentrated study in either Curriculum and Instruction or Educational Leadership. This is a fully online thirty (30) credit hour program which can be completed in a little as 10 months. The overall program is structured into five (5) sessions per academic year, with each session being a 7-week period of intense study. The M.Ed. program is designed to serve the educational needs of working adults. Students also have the option of taking less than the scheduled courses with the understanding that completion time will be extended.

### **Principal as Instructional Leader**

Schreiner University also offers an 18-hour Principal as Instructional Leader program which prepares students who want to pursue a Principal (K-12) Certificate through the Texas Education Agency (TEA). This program is designed to prepare students for the 268 and 368 PASL exams required for certification as well as grow a base of understanding through practicum experiences which will aid in the understanding of thinking globally in a K-12 setting. This program is offered in the Fall and Spring semesters. Classes in this program are offered in the traditional 15-week sessions.

### **Master of Business Administration**

The Master of Business Administration in Ethical Leadership is a thirty-six (36) semester hour program which may be completed through fully online classes. The MBA program is structured into six (6) sessions per academic year with each session being a 7-week period of intense study. The MBA program is designed to serve the education needs of working adults and MBA graduate students have the option of completing 3 credit hours or 6 credit hours per 7-week session. Students who complete 6 credit hours per session are able to complete MBA degree program in a minimum of one year.

### **Master of Science in Nursing**

The Schreiner University Master of Science in Nursing program is designed for the registered nurse to become an advanced practice registered nurse. Upon graduation, the graduate will be eligible to take the AANP or ANCC national board certification exam. Admission requirements for graduate study at Schreiner University are designed so that the students admitted will have a high probability of success in the graduate-level academic work. Graduate study is much more than a mere continuation of undergraduate work and should be considered only by those students with the capacity for independent thought and investigation.

## BACCALAUREATE

*To earn a Baccalaureate degree, a student must complete at least 120 semester hours credit, as specified in an approved degree plan, including:*

- Core requirements (see below)
- Major and collateral hours that total no less than 39 and no more than 69 credit hours, 24 of which must be upper-level (3000 or 4000 level courses).

Any degree programs outside this credit hour range for major and collateral hours must justify the exception with evidence of (a) external factors and regulations (e.g. state regulations and standards specified by accrediting agencies), or (b) other circumstances as justified to Academic Affairs and approved by the Faculty.

30 of the final 36 semester credit hours earned toward a baccalaureate degree from Schreiner University must be taken at Schreiner University. Twelve (12) of these 24 must be upper-level courses.

### **The Baccalaureate Core**

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*Also required for the Associate degree.*

#### **Analytical Abilities – 6 hours**

BIOL 1300, 1301, 1306; BSAD 2331; CHEM 1301, 1303; IDST 2305; MATH 1310, 1311, 1321, 2422, 2423; PHYS 1300, 1301, 2325

At least one course must be science or mathematics.

#### **Communication – 6 hours**

COMM 2301; ENGL 1301, 1302

#### **Global Perspective – 6 hours**

HIST 1350, 1351; IDST 4340; POLS 2303; RELI 1320; RELI 1331, any foreign language, an approved course with study abroad

#### **Personal and Social Responsibility – 3 hours**

FIN 2301; PHIL 1301, 1310, 2311, 2312; PSYC 1300, 1301; RELI 2311; SOCI 1301

#### **Engagement – 6 hours**

HIST 1301, 1302; POLS 2301

#### **Skill and Resource Use – 3 hours**

IDST 1301

#### **Aesthetic Appreciation – 3 hours**

ART 1340, 1350, 2340, 2341, 2371; DESN 1303; ENGL 2340, 2341, 2350; IDST 3360; MUSC 1303; THRE 1301

*The list below indicates majors available within each degree and their respective hours.*

|                                                       | <i>Core<br/>Hours</i> | <i>Collateral<br/>Hours</i> | <i>Major<br/>Hours</i> | <i>Minimum<br/>Elective<br/>Hours</i> |
|-------------------------------------------------------|-----------------------|-----------------------------|------------------------|---------------------------------------|
| <b>BACHELOR OF ARTS</b>                               |                       |                             |                        |                                       |
| Arts Management and Administration                    | 33                    | 35                          | 24                     | 28                                    |
| Biology                                               | 33                    | 43                          | 26                     | 18                                    |
| Biology: Cellular track                               | 33                    | 43                          | 25                     | 19                                    |
| Biology: Environmental track                          | 33                    | 43                          | 26                     | 18                                    |
| Business                                              | 33                    | 21                          | 30                     | 36                                    |
| Chemistry: Biochemistry track                         | 33                    | 29                          | 24                     | 34                                    |
| Chemistry: Integrative track                          | 33                    | 30                          | 28                     | 29                                    |
| Communication:                                        |                       |                             |                        |                                       |
| Strategic Communication track                         | 33                    | 18                          | 36                     | 33                                    |
| Communication track                                   | 33                    | 18                          | 36                     | 33                                    |
| Media track                                           | 33                    | 18                          | 36                     | 33                                    |
| Criminal Justice                                      | 33                    | 37                          | 33                     | 20                                    |
| English                                               | 33                    | 21                          | 33                     | 33                                    |
| General Studies                                       | 33                    | 33                          | 24                     | 30                                    |
| Health Sciences: Pre-Occupational Therapy track       | 33                    | 38                          | 24                     | 25                                    |
| History                                               | 33                    | 21                          | 30                     | 36                                    |
| Mathematics                                           | 33                    | 11                          | 34                     | 42                                    |
| Multidisciplinary Studies EC-6, Teach Cert            | 33                    | 28                          | 54                     | 5                                     |
| Multidisciplinary Studies EC-6                        | 33                    | 35                          | 36                     | 16                                    |
| Multidisciplinary Studies 4-8, Teach Cert             | 33                    | 31                          | 48                     | 8                                     |
| Multidisciplinary Studies 4-8                         | 33                    | 35                          | 36                     | 16                                    |
| Multidisciplinary Studies, Engl/LA 4-8,<br>Teach Cert | 33                    | 27                          | 42                     | 18                                    |
| Multidisciplinary Studies, Engl/LA 4-8                | 33                    | 30                          | 29                     | 30                                    |
| Multidisciplinary Studies, Math 4-8,<br>Teach Cert    | 33                    | 38                          | 36                     | 13                                    |
| Multidisciplinary Studies, Math 4-8                   | 33                    | 42                          | 24                     | 21                                    |

|                                                            |    |    |    |    |
|------------------------------------------------------------|----|----|----|----|
| Multidisciplinary Studies, Math/Science 4-8,<br>Teach Cert | 33 | 39 | 33 | 15 |
| Multidisciplinary Studies, Math/Science 4-8                | 33 | 42 | 24 | 21 |
| Music                                                      | 33 | 30 | 25 | 32 |
| Political Science                                          | 33 | 29 | 33 | 25 |
| Psychology                                                 | 33 | 25 | 27 | 35 |
| Religion and Philosophy                                    | 33 | 24 | 24 | 39 |
| Sport Management                                           | 33 | 28 | 36 | 23 |

The General Studies major is a rational sequence of courses designed by the student and the student's assigned academic advisor – and approved by the Registrar – to meet pre-professional requirements. As with other majors, the general studies major must include a minimum of 24 semester hours of credit in advanced courses work, including a Senior Capstone experience.

|                                            | <i>Core<br/>Hours</i> | <i>Collateral<br/>Hours</i> | <i>Major<br/>Hours</i> | <i>Minimum<br/>Elective<br/>Hours</i> |
|--------------------------------------------|-----------------------|-----------------------------|------------------------|---------------------------------------|
| <b>BACHELOR OF BUSINESS ADMINISTRATION</b> |                       |                             |                        |                                       |
| Accounting                                 | 33                    | 30                          | 51                     | 6                                     |
| Finance                                    | 33                    | 30                          | 39                     | 18                                    |
| Management                                 | 33                    | 30                          | 45                     | 12                                    |
| Marketing                                  | 33                    | 33                          | 39                     | 15                                    |

#### **BACHELOR OF FINE ARTS**

|                |    |    |    |    |
|----------------|----|----|----|----|
| Graphic Design | 33 | 40 | 28 | 19 |
|----------------|----|----|----|----|

#### **BACHELOR OF SCIENCE**

|                                             |    |    |    |    |
|---------------------------------------------|----|----|----|----|
| Agriculture and Natural Resource Management | 33 | 30 | 42 | 15 |
| Aviation                                    | 33 | 30 | 38 | 19 |
| Biology: Cellular track                     | 33 | 46 | 24 | 16 |
| Biology: Environmental track                | 33 | 46 | 25 | 15 |
| Biology: Pre-Dental track                   | 33 | 55 | 25 | 7  |
| Biology: Pre-Medical track                  | 33 | 55 | 25 | 7  |
| Biology: Pre-Optometry track                | 33 | 55 | 25 | 7  |

|                                                |           |           |           |          |
|------------------------------------------------|-----------|-----------|-----------|----------|
| Biology: Pre-Veterinary track                  | 33        | 48        | 24        | 15       |
| Chemistry: Biochemistry track                  | 33        | 41        | 30        | 16       |
| Chemistry: Integrative track                   | 33        | 38        | 30        | 19       |
| Chemistry: Pre-Dental track                    | 33        | 55        | 26        | 6        |
| Chemistry: Pre-Medical track                   | 33        | 55        | 26        | 6        |
| Computer Science: Cyber track                  | 33        | 42        | 30        | 15       |
| Computer Science: Game/simulation track        | 33        | 42        | 27        | 15       |
| Engineering: Civil track                       | 33        | 47        | 44        | 0        |
| Engineering: Mechanical track                  | 33        | 47        | 44        | 0        |
| Exercise Science: Fitness/Wellness track       | 33        | 28        | 44        | 15       |
| Exercise Science: Pre-Professional track       | 33        | 39        | 35        | 13       |
| Health Sciences: Pre-Chiropractic track        | 33        | 51        | 24        | 9        |
| Health Sciences: Pre-Pharmacy track            | 33        | 49        | 24        | 11       |
| Health Sciences: Pre-Physician Assistant track | 33        | 45        | 24        | 18       |
| Mathematics                                    | 33        | 27        | 34        | 26       |
| Public Health                                  | 33        | 38        | 25        | 24       |
| <b>BACHELOR OF SCIENCE IN NURSING</b>          | <b>33</b> | <b>40</b> | <b>48</b> | <b>0</b> |

The university's online baccalaureate program, the RN-BSN program, has the same expectations for completion of at least 120 credit hours as all other baccalaureate degree programs. Credits from a student's previous RN program will be transferred into Schreiner and fulfill some, but not all, of the major field requirements for the BSN.

## TEACHER CERTIFICATION

Preparation for certification to teach in the public schools of Texas is offered in Biology (life science), Chemistry, English (language arts), History, and Mathematics for grades 7-12; in English Language Arts and Reading, Mathematics, Mathematics/Science and Core Subjects for grades 4-8; Core Subjects in grades EC-6 and in Graphic Design, Exercise Science and Music for all-level.

## INTERDISCIPLINARY MINORS

*(see as listed alphabetically under Areas of Instruction)*

- European Studies
- Medical Humanities
- Sport Communication
- Texas Studies

## CERTIFICATES

- Athletic Coaching
- Broadcasting
- Digital Storytelling
- Conflict Management
- Professional & Consultative Sales
- Public Relations

### *Summary of hours required for other degrees*

|                                          |       |
|------------------------------------------|-------|
| <b>MASTER OF EDUCATION</b>               | 30    |
| <b>MASTER OF BUSINESS ADMINISTRATION</b> | 36    |
| <b>MASTER OF SCIENCE IN NURSING</b>      | 54–57 |
| <b>PRINCIPAL CERTIFICATION</b>           | 18    |
| <b>VOCATIONAL NURSING CERTIFICATE</b>    | 46    |

## ASSOCIATE DEGREES

Schreiner University offers an associate degree program that requires approximately two years of full-time class work. It is intended primarily for the student who does not wish to devote the time required for baccalaureate study, but who is interested in acquiring education beyond the high school level. The Coordinating Board for the Texas College and University System has approved core curricula to facilitate transfer to state universities of credits earned during the first two years of college.

### ASSOCIATE OF ARTS IN GENERAL STUDIES

To earn an associate degree, a student must complete the core and at least 64 semester hours of academic work; 30 semester hours of which must be completed at Schreiner. See Baccalaureate Core.

### ASSOCIATE OF ARTS IN LEADERSHIP STUDIES

Schreiner offers an Associate of Arts degree in Leadership Studies with a concentrated focus on leadership studies within the context of the humanities and the liberal arts. The degree requires 67 hours of specified course work.

## CERTIFICATE IN VOCATIONAL NURSING

Students who successfully complete the prescribed twelve-month program are awarded a Vocational Nursing Certificate and are eligible to write the State Board Examination for Licensed Vocational Nurses. The program is accredited by the Board of Nursing and by the Texas Education Agency. See section on vocational nursing for listing of required courses, all of which must be completed satisfactorily for eligibility to receive the certificate.



Listed as follows are the Student Learning Outcomes for the degrees offered at Schreiner University.

## **ACCOUNTING**

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*Upon completion of the degree, students should be able to:*

- Properly and ethically record accounting transactions as designated by FASB, GASB, SEC, IFRS and the IRS.
  - Institutional SLOs: Personal and Social Responsibility; Skills and Resource Use
- Prepare income statements, balance sheets and cash flow statements utilizing the rules promulgated by Generally Accepted Accounting Principles.
  - Institutional SLO: Analytic Ability
- Analyze financial statements utilizing financial ratios, variance analysis, audit techniques, cost accounting, and industry standards.
  - Institutional SLO: Skills and Resource Use
- Exhibit integrity-based business decisions by employing the four ethical lenses of responsibilities, results, reputation, and relationship, related to the four ethical foundations of trust, fairness, compliance, and respect for others.
  - Institutional SLO: Personal and Social Responsibility
- Exhibit teamwork, oral and written communications, computer competency, empirical research skills, decision making, organizing, and planning skills, and analytical concepts in adapting to competitive environments.
  - Institutional SLO: Communication

## **AGRICULTURE AND NATURAL RESOURCE MANAGEMENT**

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- Understand the fundamental concepts and principles related to agriculture and natural resource management.
- Gain knowledge of soil science, plant biology, livestock and wildlife management, environmental science, and agricultural economics.
- Exhibit working knowledge of the principles of sustainable agriculture, conservation, and responsible use of natural resources.
- Understand the key wildlife laws and regulations at international, national, and state levels.
- Exhibit working knowledge of the principles of farm and ranch management.

## **AVIATION STUDIES**

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*Upon completion of the degree, students should be able to:*

- Students will be able to apply relevant aeronautical knowledge and skills in conducting safe flights as a professional pilot.

- Students will demonstrate the ability to apply knowledge of contemporary aviation issues to professional practice and recognize the need for life-long learning.
- Students will demonstrate the ability to communicate clearly and exercise effective aeronautical decision making while conducting single pilot and crew flight operations.
- Students will possess the skills and knowledge required to obtain the Commercial Pilot Certificate with Instrument and Multi-engine ratings.

## **BIOLOGY**

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*Upon completion of the degree, students should be able to:*

- Exhibit a working knowledge of major biological concepts in both disciplinary and interdisciplinary contexts.
- Design and perform experiments and perform statistical analyses of data.
- Analyze the current research literature and use it to communicate effectively in written scientific research papers and oral presentations.
- Demonstrate an open-minded, unprejudiced, and ethical approach to scientific problem-solving and communication.

## **CHEMISTRY**

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*Upon completion of the degree, students should be able to:*

- Design and perform experiments.
- Analyze the current research literature and use it to communicate effectively in written scientific research papers and oral presentations.
- Perform statistical analyses of data and effectively use scientific software.
- Exhibit a working knowledge of major chemical concepts.
- Understand the theory of the scientific method and experimental design.
- Understand the ethical implications of scientific work particularly as it relates to plagiarism and falsifying work and data.

## **COMMUNICATION**

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- Students will demonstrate verbal communication competence – including organization, content, and delivery skills.
- Students will demonstrate competence and skill in written communication – including organization, grammar, formatting, and source citations that conform to APA style requirements.
- Students will demonstrate critical reflection and application of course content in real-world situations by engaging in original and ethical research projects.
- Students will demonstrate comprehension of communication concepts and theories.

## **COMPUTER INFORMATION TECHNOLOGY**

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*Upon completion of the degree, students should be able to:*

- Demonstrate the ability to analyze, diagnose, and resolve information systems problems and develop solutions.
  - Institutional SLO: Analytical Ability
- Demonstrate the ability to analyze, plan, design, and implement new technologies.
  - Institutional SLO: Skill and Resource Use
- Exhibit teamwork, oral and written communications, computer literacy, empirical research skills, critical thinking decision-making, organizing and planning skills, and analytical concepts in confronting and adapting to competition.
  - Institutional SLO: Communication

## **COMPUTER SCIENCE**

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*Upon completion of the degree, students should be able to:*

- Explain how computing devices are alike but differ substantially from mechanical devices.
- Describe how transistors and other computer hardware store, process, and transmit instructions and abstract objects internally and among other devices.
- Describe how programmers represent physical objects and abstract concepts to be able to communicate with and instruct computing devices to perform tasks.
- Describe and demonstrate how standard software development cycle models are implemented in planning and developing a major project to solve a real problem.
- Cybersecurity Track: Describe and demonstrate how to apply the concept of security in depth as it relates to physical objects, applications, data, and users.
- Game and Simulation Track: Describe and create a human – computer interface that employs user-centered design, interactivity, navigation, ergonomics, accessibility, and cultural sensitivity.

## **CRIMINAL JUSTICE**

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*Upon completion of the degree, students should be able to:*

- Demonstrate proficiency in the Criminal Justice areas of police, the courts, the corrections system, and the juvenile justice system.
- Evaluate ethical issues related to the criminal justice system and criminology.
- Assess the relationship between the criminal justice complex and the socioeconomic element of the American society.
- Explain the various types of crime and criminals, the possible causes of crime, and their relationship.

- Articulate the special concerns of minorities, juveniles, and females in the criminal justice system.

## **EDUCATION – TEACHER EDUCATION**

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*Candidates will be prepared to:*

- Demonstrate proficient content knowledge in their field by passing the TExES content with mastery in all required subject domains.
  - Institutional SLO: Analytical Abilities
- Demonstrate knowledge of pedagogical skills and strategies by passing the TExES PPR exam with mastery in all required domains.
  - Institutional SLO: Analytical Abilities
- Demonstrate effective pedagogical knowledge and application of instructional strategies for diverse students through course assignments and simulated classroom experiences as determined by the benchmark project and rubric for each course.
  - Institutional SLOs: Communication and Skills and Resources
- Demonstrate content knowledge and effective use of pedagogical knowledge, skills, and methodology through a thorough internship with an experienced and highly qualified mentor as determined by formal observations by the field supervisor and evaluations by the mentor teacher.
  - Institutional SLO: Engagement

## **ENGLISH**

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*Graduates with a BA in ENGL will:*

- Communicate ideas in an effective and professional format.
- Analyze a passage without recourse to information exterior to the text.
- Relate a text to external textual issues, ideas, and analytical schema.
- Recognize the contributions of major literary figures and the importance of genres and periods of literary history.

## **ENGINEERING**

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*Upon completion of the degree, students should have:*

- an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- an ability to communicate effectively with a range of audiences.

- an ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

## EXERCISE SCIENCE

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

- Demonstrate the ability to apply and employ discipline-specific knowledge, technologies, and resources.  
– Institutional SLO: Skill and Resource Use
- Demonstrate the ability to professionally communicate through oral communication, writing in APA style, and/or technical communication.  
– Institutional SLO: Communication
- Demonstrate competency in planning and implementation of appropriate exercise prescription based on ACSM/NSCA standards.  
– Institutional SLOs: Analytical Abilities, Engagement, and Skill and Resource Use.
- Demonstrate appropriate use of assessment data and data to prescribe exercise and utilizes diverse resources to address a variety of problems and needs that are individually specific.  
– Institutional SLOs: Analytical Abilities, and Skill and Resource Use.
- Demonstrate the ability to use technologies in social, academic and professional contexts.  
– Institutional SLOs: Communication, and Skill and Resource Use.
- Demonstrate critical and reflective thought to be to evaluate their actions on others (e.g., fellow professionals, clinicians, patients, clients).  
– Institutional SLOs: Personal and Social Responsibility, and Engagement.

## FINANCE

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*Upon completion of the degree, students should be able to:*

- Employ financial skills and financial analysis by successfully completing practice assignments and interning in a professional finance position.  
– Institutional SLO: Analytic Ability

- Demonstrate an application level knowledge of financial reporting, time value of money, capital and expense budgeting, auditing, financial statements, disclosures, ethical practices, regulatory agencies, and international policies.

– Institutional SLO: Skill and Resource Use

- Exhibit integrity-based business decisions by employing the four ethical lenses of responsibilities, results, reputation, and relationship, related to the four ethical foundations of trust, fairness, compliance, and respect for others.

– Institutional SLO: Personal and Social Responsibility

- Exhibit teamwork, oral and written communications, computer competency, empirical research skills, decision-making, organizing, and planning skills, and analytical concepts in adapting to competitive environments.

– Institutional SLO: Communication

## **HISTORY**

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- Students should be able to think critically about historical perspectives, eras, events and figures.
- Students should be able to demonstrate historical knowledge and show familiarity with important historical scholars and their works.
- Students should be able to prepare well-organized and cogent oral presentations.
- Students should be able to write scholarly history papers based on sound and current research methodologies.

## **MANAGEMENT**

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*Upon completion of the degree, students should be able to:*

- Demonstrate the ability to employ the four functions of management: planning, organizing, controlling, and leading, in resolving diversity issues, motivational obstacles, team conflicts, innovation and change of dynamics, informational overloads and communication challenges in the modern business environment.

– Institutional SLO: Analytical Ability

- Show the ability to apply knowledge in leadership, organizational structures, strategic planning, and to accomplish organizational goals through the motivating of constituents and with organized resources.

– Institutional SLO: Skill and Resource Use

- Exhibit integrity-based decision-making skills by employing the four ethical lenses (responsibilities, results, reputation and relationships) and the four ethical tenets (trust, fairness, compliance, and respect for others).

– Institutional SLO: Personal and Social Responsibility

- Exhibit teamwork, oral and written communications, computer literacy, empirical research skills, critical thinking decision-making, organizing and planning skills, and analytical concepts in confronting and adapting to competition.

– Institutional SLO: Communication

## MARKETING

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*Upon completion of the degree, students should be able to:*

- Demonstrate the ability to implement concepts and best practices of modern marketing in the evolving global business environment.

– Institutional SLO: Analytic Ability

- Show the ability to apply knowledge in the four primary functions of marketing: product, pricing, promotion, and distribution.

– Institutional SLO: Skill and Resource Use

- Exhibit integrity-based decision-making skills by employing the four ethical lenses (responsibilities, results, reputation and relationships) and the four ethical tenets (trust, fairness, compliance and respect for others).

– Institutional SLO: Personal and Social Responsibility

- Exhibit teamwork, oral and written communication, computer literacy, empirical research skills, critical thinking decision-making, organizing and planning skills, and analytical concepts in confronting and adapting to competition.

– Institutional SLO: Communication

## MATHEMATICS

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*Students majoring in mathematics will:*

- Demonstrate broad mathematical understanding by defining, analyzing, and solving mathematical problems.
- Create and Interpret graphic information.
- Use technology for mathematical problem solving.
- Write and understand mathematical proofs.
- Demonstrate the skills necessary for self-directed learning.

## MUSIC

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

- Demonstrate the ability to apply the basic concepts of music theory.

– Institutional SLO: Aesthetic appreciation, Analytic ability, Skill and Resource Use.

- Demonstrate knowledge and learning in music history.  
– Institutional SLO: Aesthetic Appreciation
- Demonstrate and utilize basic conducting techniques.  
– Institutional SLO: Aesthetic Appreciation
- Demonstrate the necessary technical and musical skills for artistic self-expression.  
– Institutional SLO: Aesthetic Appreciation
- Demonstrate the capability to utilize performance techniques and skills in a musical ensemble.  
– Institutional SLO: Aesthetic Appreciation

## **NURSING**

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*Graduates will:*

- Integrate knowledge and concepts based in liberal knowledge from the humanities, the natural sciences, and the social sciences to understand self and others to provide the cornerstone for nursing education and practice.
- Assume professional and personal accountability for one's own and delegated nursing care.
- Utilize information technology, patient care technology, and quality improvement to assist in the coordination and delivery nursing care that provides safe, competent and holistic nursing care in a variety of healthcare settings to individuals, families, groups, diverse cultures and communities that is based on nursing theory, evidence-based research, and other ways of knowing.
- Utilize effective oral and written communication to facilitate information sharing, care giving, professional relationships, and collaboration with patients, families, and the multidisciplinary healthcare team.

## **POLITICAL SCIENCE**

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- Program graduates will have strong critical thinking and problem solving skills. They will be able to think critically about political events, theories, perspectives and public policies, and apply content knowledge to solve problems and make decisions.  
– Institutional SLO: Analytical Ability
- Program graduates will manifest a body of political knowledge and a working knowledge of important scholarly work in the discipline that includes both theoretical and empirical approaches.
- Program graduates will have the ability to conduct empirical research in the discipline.  
– Institutional SLO: Skill and Resource Use



- Program graduates will have the ability to prepare well-reasoned, organized and cogent written and oral analyses based on the research conducted.
  - Institutional SLO: Communication
- Program graduates will demonstrate proficiency with using statistical software and interpreting statistical results.
  - Institutional SLO: Analytical Ability

## **PSYCHOLOGY**

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*Graduating majors with a BA in PSYC will be able to:*

- Demonstrate the ability to describe and compare major research methods and be able to evaluate conclusions drawn from research and demonstrate the ability to derive, summarize, compute, and interpret basic descriptive and inferential statistics.
  - Institutional SLOs: Analytic Ability, Skill and Resource Use.
- Demonstrate the ability to communicate effectively in written form using APA style.
  - Institutional SLO: Communication
- Demonstrate an essential knowledge of the major content areas of psychology including experimental, interpersonal, and developmental.
  - Institutional SLO: Personal and Social Responsibility

## **PUBLIC HEALTH**

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*This program will:*

- Explain and apply the basic principles of epidemiology, including rates, risk factors, disease determinants, causation, evidence and intervention.
  - Institutional SLOs: Analytic Abilities, Engagement.
- Explain and assess social and behavioral interventions to improve health of populations.
  - Institutional SLOs: Engagement, Communication, Global Perspective.
- Evaluate complex arguments related to public policy and law.
  - Institutional SLO: Analytic Abilities
- Explain the impact of the environment and communicable diseases on health populations.
  - Institutional SLOs: Skill and Resource Use, Personal and Social Responsibility, Global Perspective.
- Identify the role that public health plays in disaster prevention and management.
  - Institutional SLOs: Skill and Resource Use

- Evaluate public policy issues with respect to access, quality, and cost and demonstrate understanding of health disparities within vulnerable populations.
- Institutional SLOs: Skill and Resource Use, Personal and Social Responsibility.

## **RELIGION**

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*Every religion major should exit the degree program able to:*

- Carefully and critically interpret primary religious texts.
- Identify and engage the central voices in the Judeo-Christian tradition
- Converse with broader global religious traditions
- Communicate complex philosophical and religious ideas.
- Reflect upon and articulate their own religious or worldview (if not specifically religious) commitments.

## **SPORT MANAGEMENT**

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*Upon completion of the degree, students should be able to:*

- Demonstrate knowledge of professional opportunities and professional activities in the field of Sport Management.
- Demonstrate understanding of the historical and social evolution of the sport industry in national and global settings.
- Demonstrate understanding of common business and legal practices related to sport-related enterprises.

## **VISUAL ARTS**

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- Students should demonstrate competence in basic art and graphic techniques and should understand the history of art and design forms in Western and other civilizations.
- Students should form and defend value judgments by communicating clearly in spoken and written word.
- Students should communicate ideas in specific art forms in professional circumstances and should demonstrate a coherent set of artistic skills and creative methodologies through their work.
- Students should demonstrate the ability to communicate advanced concepts as an independent design professional.
- Students should engage in community and professional related activities, functions, and organizations, as they relate to the visual art and design worlds professionally and personally. They should demonstrate a working knowledge and understanding of the field they are studying to enter, and the work ethics that are attached to this field.

## VOCATIONAL NURSING

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*Upon completion of the course of study, the student will have demonstrated the ability, through classroom didactic learning and clinical practicums to:*

### **Member of the profession:**

- Perform basic nursing care with adherence to moral, ethical, and legal standards of care according to minimum competencies established by the Texas Board of Nursing and the Nursing Practice Act.

### **Provider of Patient Centered Care:**

- Demonstrate competent nursing skills in meeting patient care needs in various clinical settings.
- Critically analyze patient needs and effectively formulate problem-solving, nursing interventions using the nursing process.

### **Patient Safety Advocate:**

- Utilize fundamental mathematical skills in calculating dosages, as well as a basic knowledge of drug therapy in medication administration to patients assigned to their care.

### **Member of the Healthcare Team:**

- Recognize the significance of variations from normal anatomy and physiology seen with diseases and disorders encountered in patient care situations.
- Communicate effectively, both verbally and through proper documentation, with patients, their families, and other members of the health-care team.

## MBA

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*Upon completion of the degree, candidates should be able to:*

- Achieve simulated ethical business goals through leadership, research and development, implement a comprehensive marketing plan, directing and scheduling production operations, and managing accounting and finances.
  - Institutional SLOs: Communication and Skills and Resource Use
- Exhibit integrity-based decision-making skills by employing the four ethical lenses (responsibilities, results, reputation and relationships) and the four ethical tenets (trust, fairness, compliance, and respect for others).
  - Institutional SLO: Personal and Social Responsibility
- Employ business acumen and leverage the source factors that affect organizational structures, operations, diversity issues, motivation obstacles, team conflicts, innovation and change dynamics, information overloads, communication challenges and management systems.
  - Institutional SLO: Analytic Ability

- Exhibit teamwork, oral and written communications, computer literacy, empirical research skills, critical thinking decision-making, organizing and planning skills, and analytical concepts in improving organization processes through technology.

– Institutional SLOs: Skill and Resource Use; Communication

## **EDUCATION – MEd**

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*Candidates will be prepared to:*

- Successfully demonstrate professional knowledge and pedagogical application of scholarly research in curriculum and instruction, educational leadership, and organizational leadership and feel prepared to confidently take on the role of an educational leader.

– Institutional SLOs: Communication and Skills and Resource Use

- Successfully demonstrate mastery of pedagogy, curriculum design, application of learning theory, effective assessment for learning, literacy instruction, organizational and leadership skills, and the use of technology through written assignments and projects, presentations, and the development of effective instructional strategies and tools for diverse students.

– Institutional SLO: Analytical Abilities

- For MEd plus Certification candidates: Pass the Pedagogy and Professional Responsibilities (PPR) Exam after successfully demonstrating content expertise through the TExES content exam and complete all certification requirements.

– Institutional SLO: Analytical Abilities

- For MEd plus Certification candidates: Successfully teach in Texas schools through a clinical teaching internship under the guidance and supervision of the University Field Supervisor.

– Institutional SLO: Engagement

## **EDUCATION – PRINCIPAL CERTIFICATION**

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*Candidates will be prepared to:*

- Successfully preform the required duties of an educational administrator under the guidance of a mentor with a satisfactory rating by the mentor and university supervisor based on the state principal competencies.

– Institutional SLOs: Engagement and Communication

- Demonstrate knowledge and application of principal competencies in the area of school community leadership, administrative leadership, and instructional leadership, school operations and organizational leadership, and school law through benchmark assignments including projects, presentations, and research aligned with current principal competencies.

– Institutional SLOs: Skill and Resource Use

- Pass the state professional certification exam demonstrating the required knowledge and skills, and the readiness to provide educational leadership based on the state principal competencies.
- Institutional SLOs: Analytical Abilities

## **NURSING – MSN**

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- Students will incorporate research and evidence-based practice to enhance excellence and demonstrate advanced practice nursing skills in primary care settings achieving quality health outcomes (AACN 1. Knowledge of Nursing Practice, 2. Person-Centered Care, 4. Scholarship for Nursing Discipline; NTF: II.C, II.G; DEC I. Member of the Profession. II. Provider of Patient-centered Care, IV Member of the Health Care Team; SU 1. Analytic Abilities, 6. Skills and Resource Use).
- Students will demonstrate effective communication skills with all individuals advocating for positive health outcomes through compassionate, evidence-based, collaborative advanced nursing practice (AACN 2. Person-Centered Care, 6. Interprofessional Partnerships. 10. Person, Profession, and Leadership Development; NTF: IIG; DEC I. Member of the Profession. II. Provider of Patient-centered Care, IV. Member of the Health Care Team; SU 2. Communication 4. Person and Social Responsibility).
- Students will demonstrate an understanding and appreciation of intercultural and ethnic sensitivity with consideration of social determinants of health and use of collaborative partnerships promoting healthcare outcomes (AACN 3. Population Health, 6. Interprofessional Partnerships; NTF: II.G; DEC II. Provider of Patient-centered Care. IV Member of the Health Care Team; SU 3. Global Perspective, 5. Engagement).
- Students will effectively evaluate the effectiveness of the health care system to promote improved health outcomes and provide high quality, safe, patient-centered, grounded in holistic health principles (AACN 5. Quality and Safety, 8. Systems-based Practice; NTF: II.C; DEC III. Patient Safety Advocate, IV. Member of the Health Care Team; SU 4. Personal and Social Responsibility, 6. Skill and Resource Use).
- KEY: AACN: The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021); NTF: National Task Force on Quality Nurse Practitioner education (NTF, 2023); DEC: 2021 Differentiated Essential Competencies of Graduates of Texas Nursing Programs (Texas Board of Nursing 1/21/21); SU: Schreiner University Student Learning Outcomes.

# SPECIAL ACADEMIC PROGRAMS

## SCHREINER UNIVERSITY HONORS PROGRAM

### MISSION

*The Honors Program provides personalized learning experiences to meet the needs and interests of academically aggressive college students by offering:*

- Courses designed to engage students in a dynamic liberal arts education.
- Co-curricular opportunities to enhance students' intellectual, social, and cultural development.
- Standards advantageous for graduate and professional school admission.

### REQUIREMENTS FOR ADMISSION

- Cumulative GPA of 3.50.
- Leadership experience and extracurricular activities.
- Completion of applications and interviews.

Incoming freshmen who qualify may enter in the Honors Program.

### CURRICULUM

All Honors students enroll in designated Honors courses. They may take a scheduled honors course, study abroad or participate in other approved off-campus programs or internships.

### GRADUATING AS A SCHREINER HONORS SCHOLAR

To graduate from the Honors Program, a student must have a cumulative GPA of 3.50, have participated in the Honors Program for at least four consecutive semesters, and have maintained academic integrity in all university coursework.

### HONORS OPPORTUNITIES

Each semester, the Honors Program sponsors excursions designed to provide personal, social, and/or cultural enrichment for its students. In the past, these activities have included private luncheons with distinguished guests, star-gazing, overnight excursions and cultural events, such as musical and theatrical performances. In addition, the Honors Program hosts discussion luncheons that engage honors students with program peers.

### RING CEREMONY

The Honors ring ceremony celebrates the honors students' academic achievement and their unique relationship to Schreiner University in a formal evening event. At this event,

faculty members present the students with a custom-designed Honors Program graduation ring. To receive the Schreiner Honors Scholar ring, the graduating Honors senior must have a cumulative GPA of 3.50, have participated in the Honors Program for at least the last four consecutive semesters, have successfully completed with a grade of C or higher, and have maintained academic integrity in all university coursework. Honors students who fail to meet all of these criteria must return their Schreiner Honors ring.

## CONTINUED ELIGIBILITY

*To remain in good standing in the Honors program, students must:*

- Meet cumulative 3.50 GPA requirements.
- Exhibit academic and social integrity. A breach in acceptable conduct, such as a violation of academic integrity, including academic dishonesty or serious violations of state or federal laws, will be cause for dismissal from the program. The Faculty Honors Committee will consider each case individually.
- Submit required course designation forms and course contracts by the established deadlines. Failure to meet these deadlines will result in probation or dismissal.
- Complete Honors courses. A grade of F for an honors-designated course or failure to complete the honors component of contracted course is grounds for dismissal. If a student is dismissed from the Honors Program, he must return his Schreiner Honors Scholar ring.

## HONORS PROBATION

Students who fail to fulfill program standards will have one semester on Honors Academic Probation before being dismissed from the program.

## PROFESSIONS IN EDUCATION— TEACHER CERTIFICATION PROGRAM

The Schreiner student preparing to teach in Texas public and accredited private schools may complete the Bachelor of Arts degree and work toward teacher certification by meeting the admission criteria listed and satisfactorily completing the appropriate professional education sequence outlined in the chosen degree plan.

*The Teacher Certification Program is based upon six (6) components:*

1. **Core Curriculum Completion:** 33 semester hours including
  - 6 hours Analytical Abilities
  - 6 hours Communication
  - 6 hours Global Perspective
  - 3 hours Personal and Social Responsibility
  - 6 hours Engagement
  - 3 hours Skill and Resource Use
  - 3 hours Aesthetic Appreciation

2. **Education Professional Development and Pedagogy Courses (specified courses in EDUC, RDNG, and SPED):** *Coursework varies according to degree, includes methods instruction and must include preparation in the following teacher competencies:*
  - Domain 1 – Designing Instruction and Assessment to promote Student Learning
  - Domain 2 – Creating a Positive, Productive Classroom Environment
  - Domain 3 – Implementing Effective, Responsive Instruction and Assessment
  - Domain 4 – Fulfilling Professional Roles and Responsibilities
3. **Teaching field(s) or specialization:** Semester hours in specified course work for the content area as designated on degree plan. Courses must include content preparation which reflects the Texas Essential Knowledge and Skills (TEKS).
4. **Actively Engaged Field Experience:** Required field based courses include courses with outside observations (EDUC 2303, SPED 3301, and EDUC 4305) for a total of 30 field experience hours. RDNG 4309 has 5 video hours of field experience. Other courses are service-learning courses which include onsite actively engaged field experience or on campus practicums (EDUC 2633, RDNG 3308, RDNG 3310, and RDNG 4301).
5. **Clinical Teaching:** Education students also complete 14 weeks of student teaching in an accredited private or public school and attend 10 seminars for 4 we deleted the additional professional development and coaching including training in: (a) dyslexia recognition and instructional accommodations, (b) STAAR testing preparation, (c) the awareness of and resources for homeless students and students in poverty (McKinney-Vento laws), (d) data driven instruction, (e) first year teacher expectations and T-TESS evaluations, (f) instructional technology, and (g) mental health awareness and procedures for assistance which include youth suicide, bullying, substance abuse, and safe environments for diverse students.

Students are not permitted to register for upper level EDUC or RDNG courses prior to formal admission into the Teacher Education Program.

**NOTE:** *Degree plans include coursework and training with over 500 clock hours of instruction for secondary certification and over 800 clock hours for EC-6 and 4-8.*

6. **State Testing:** Students must pass the TExES state content test in their chosen teaching field BEFORE they can enroll in Clinical Teaching. Both the TExES content exam and the state test for Pedagogy and Professional Responsibilities (PPR) must be passed to be eligible for certification by the state. Students are required to pass a practice exam before they are recommended for the State Exams.

**NOTE:** *Additional course work beyond the minimum number of semester hours indicated above may be required of post-baccalaureate and transfer students seeking certification. Post-baccalaureate applicants must have a bachelor's degree from an accredited university/college as documented by an official transcript and an overall grade point of at least 3.00 on a 4.00 scale. Schreiner University may accept transfer hours for EDUC, RDNG, or SPED (education professional development courses) only with the approval of the Registrar and the teacher education faculty. A catalog course description must be provided for any course being considered for transfer.*



Schreiner University offers the following approved Certification Categories for initial certification under the administrative functions for the certification process conducted by the Educator Certification and Standards Division of the Texas Education Agency (TEA). The program also offers Teacher Certification through a post-baccalaureate MEd route.

### APPROVED TEACHING FIELDS (GRADES EC-12) ALL-LEVEL

- Graphic Design (Art)
- Exercise Science (Physical Education)
- Music

### APPROVED TEACHING FIELDS (GRADES EC-6) ELEMENTARY

- Core Subjects

### APPROVED TEACHING FIELDS (GRADES 4-8) MIDDLE SCHOOL

- Core Subjects
- English Language Arts and Reading
- Mathematics
- Mathematics/Science

### APPROVED TEACHING FIELDS (GRADES 7-12) SECONDARY

- Biology (Life Sciences)
- Chemistry
- English (Language Arts)
- History
- Mathematics

Application for admission to the Teacher Certification Program should be made at the end of the sophomore year. The admission process assures both the candidate and the University that the applicant shows evidence of having the attributes necessary for success in a program of professional preparation. Application forms are available in the Department of Education Office. Calendar for deadlines are posted on the website.

## Admission to Teacher Certification Program

*The Teacher Education Committee reviews applications for the Teacher Certification Program and recommends approval at the end of the semester prior to admission based on the following criteria:*

1. 55-60 hours of successful core completion demonstrating proficiency in basic skills for math, reading and writing.
2. GPA: minimum 2.75 in each teaching field/specialization and minimum 2.75 cumulative, 3.00 in Education classes.

3. Signed copy of Degree Plan in Teacher Education Office.
4. A signed copy of the TEA/SBEC Teacher's Code of Ethics.
5. Successful review of the application portfolio including:
  - Completed application
  - Appropriate recommendations/character references/continued evidence of personal and professional qualities necessary for success as a classroom teacher.
  - Essay on philosophy of teaching
6. Oral interview with Director of Teacher Education
7. Completed criminal background check for state approval\*\*
8. A student admitted to the Teacher Certification Program may request to substitute experience and/or professional training directly related to the certificate being sought for part of the preparation requirements. The request must be reviewed and if appropriate be approved by the Director of Education.
9. A student may only apply two times to the Schreiner University Teacher Certification Program.
10. A student may be denied admission to the Schreiner University Teacher Certification Program on the grounds of any of the preceding criteria.

**\*\* NOTE: Upon acceptance into the Schreiner University Certification Program, the student must complete a criminal background check for state approval. If the background check is unapproved or not completed, the student will receive notification of criminal background check status. Without a state approved background check, the student would not be legally allowed into private or public Texas schools for TEA required observations or clinical teaching.**

## Admission to Clinical Teaching

After admission to Teacher Certification and successful completion of required courses in the professional education sequence, students seeking certification must apply for admission to Clinical Teaching. Application forms are available in the office of the Director of Teacher Education. These should be completed and returned no later than midpoint of the spring semester prior to the student's senior year.

*The Teacher Certification Committee reviews application for clinical teaching during the spring semester and recommends approval at the end of the spring semester prior to the student's senior year based on the following criteria:*

1. Admission to Teacher Certification Program.
2. Senior or post-baccalaureate standing.
3. GPA: minimum 2.75 in each teaching field or specialization; minimum 3.00 in education professional development course work (EDUC, RDNG); and a minimum 2.75 cumulative.
4. Recommendation of faculty in each teaching field.

5. Completion of 30 hours of outside field experience with 15 hours being qualified as “actively engaged.”
6. Show evidence that TExEs Content Test has been passed.
7. Continued evidence of personal and professional qualities necessary for success as a classroom teacher. (As evidence by the Teacher Disposition Rubric completed by all major professors in education.)
8. A student may be denied admission to the clinical teaching program on the grounds of any of the proceeding criteria.

## Recommendation for Certification

Upon completion of certification requirements, an official application from the Educator Certification and Standards Division of the Texas Education Agency (TEA) must be completed. It is the responsibility of the student to complete the on-line application.

*The Schreiner certification officer recommends certification only after the following criteria have been met:*

1. Completion of Bachelor of Arts degree and certification requirements as outlined on degree plan and required by the Educator Certification and Standards Division of the Texas Education Agency (TEA).
2. A proficient rating on the clinical teaching rubric and completion of all required reflections: mentor evaluations, field supervision evaluations, and state trainings.
3. Satisfactory completion and evidence of passing scores on all required state content and PPR tests as set by the Texas Education Agency (TEA).

NOTICE: In accordance with Article 6252-12c, Texas Civil Statutes, the Commissioner of Education may refuse to issue a teaching certificate for persons convicted of felony and misdemeanor crimes, which directly relate to the duties and responsibilities of the teaching profession. Applicants for Texas Certificates will be screened for a record of felony or misdemeanor convictions through the Texas Department of Public Safety. Potential applicants may wish to contact the Certification Officer regarding concerns about this Texas requirement.

## BACHELOR OF SCIENCE IN NURSING (BSN) PROGRAM

Students are eligible to apply for the BSN program in January of each year for consideration of Fall admission. Students must either have their prerequisites completed at that time or have a written plan to have them completed by Fall. Admission to Schreiner University does not guarantee admission to the BSN program. This is a competitive process and one in which it is possible that a student may meet the selection criteria and not be selected as only the top 30 student applicants will be selected for a seat in the program.

The BSN Admission Committee review applications for the BSN program in February of each year and recommends approvals to the Department Chair/Director of Nursing. *Recommendations are made based on the following criteria:*

1. ATI TEAS entrance exam test results.
2. A minimum grade of B in all prerequisite science and mathematics work.

### 3. Minimum GPA of 3.00.

Fulfillment of these minimum requirements does not guarantee admission, but makes a student eligible to compete for admission to the BSN program. An admission rubric is used to weight items in the admission requirements. Students must also have completed the designated prerequisite courses, the designated health requirements, negative drug screening, and a clear background check in order to be eligible to enroll in the program. Students who meet the criteria for admission to the nursing program, but are not admitted may have the option of being waitlisted in the event an opening occurs prior to the beginning of the Fall Semester. Students who are not admitted to the nursing program may reapply the following year; however this does not assure admission.

Upon acceptance into the BSN program, students are required to have a Criminal Background Check through the Texas Board of Nursing and receive a clearance by the date specified in their acceptance letter. Other conditions of acceptance may be listed on the acceptance letter that the student will be expected to fulfill by the stated deadlines. Specific requirements and standards to remain in good standing may be found in the BSN Handbook.

Students are required to demonstrate continued evidence of personal and professional qualities necessary for success as a nurse. In the event students are or become ineligible to sit for the NCLEX exam and therefore cannot be licensed by the State of Texas as a registered nurse, they will be immediately terminated from the BSN program. Students who are or become ineligible to sit for the exam are not allowed to participate in clinical rotations, making it impossible for them to complete their course of study.

## SCHREINER UNIVERSITY GRADUATE PROFESSIONS IN EDUCATION PROGRAM

There are three graduate programs in Education: Master of Education, Master of Education plus Teacher Certification, and Principal Certification only for those who already hold an advanced degree in Education. Admission requirements for graduate study at Schreiner University are designed so that the students admitted will have a high probability of success in the graduate-level academic work. Graduate study is much more than a mere continuation of undergraduate work and should be considered only by those students with the capacity for independent thought and investigation. There are additional admission requirements for students seeking Principal Certification.

### **Student Requirements**

*To participate in the program, the student must:*

- Have a computer with access to the Internet and E-mail.
- Complete all coursework within five years.
- Complete all program requirements.
- Complete an interview with the Director of Education
- Maintain a grade point average of at least cumulative 3.0 in all graduate course work and earn no more than 6 hours of “C.”

*The Master of Education degree has three tracks:*

**CURRICULUM AND INSTRUCTION  
LEADERSHIP  
INSTRUCTIONAL TECHNOLOGY**

**MASTER OF ED – CURRICULUM AND INSTRUCTION**

| <i>Course</i> | <i>Title</i>                                                               | <i>Semester Offered</i> |
|---------------|----------------------------------------------------------------------------|-------------------------|
| EDUC 5301     | Diverse Learners                                                           | Fall A                  |
| EDUC 5323     | Learning and Development Theories                                          | Fall A                  |
| EDUC 5303     | Curriculum and Instruction                                                 | Fall B                  |
| EDUC 5342     | Principles of Curriculum Leadership<br>and Instructional Coaching          | Fall B                  |
| EDUC 5313     | Data-Informed Instruction and<br>Effective Supervision of Learning         | Spring A                |
| EDUC 5345     | Classroom Management and Learning Environments                             | Spring A                |
| EDUC 5326     | Instructional Technology and Digital Literacy<br>for Instructional Leaders | Spring B                |
| EDUC 5340     | Literacy Instruction and Assessment                                        | Spring B                |
| EDUC 5304     | Educational Research                                                       | Summer                  |
| EDUC 5321     | Trends and Issues in Curriculum and Instruction                            | Summer                  |

**MASTER OF ED – LEADERSHIP**

| <i>Course</i> | <i>Title</i>                                                               | <i>Semester Offered</i> |
|---------------|----------------------------------------------------------------------------|-------------------------|
| EDUC 5301     | Diverse Learners                                                           | Fall A                  |
| EDUC 5323     | Learning and Development Theories                                          | Fall A                  |
| EDUC 5303     | Curriculum and Instruction                                                 | Fall B                  |
| EDUC 6302     | Educational Theory and Leadership                                          | Fall B                  |
| EDUC 5313     | Data-Informed Instruction and<br>Effective Supervision of Learning         | Spring A                |
| EDUC 5343     | School Law and Ethics                                                      | Spring A                |
| EDUC 5326     | Instructional Technology and<br>Digital Literacy for Instructional Leaders | Spring B                |
| EDUC 5330     | School Finance and Resource Management                                     | Spring B                |

|           |                                             |        |
|-----------|---------------------------------------------|--------|
| EDUC 5304 | Educational Research                        | Summer |
| EDUC 5344 | Trends and Issues in Educational Leadership | Summer |

***NOTE: Students who choose to complete the Master of Education Plus Teacher Certification must complete and pass the TExES state content exam and the PPR state exam in their field prior to enrolling in either EDUC 5307/5308 or EDUC 5601. Must follow Curriculum and Instruction Track.***

| <b>INTERNSHIP OR CLINICAL TEACHING</b> |                                                  | <b>6 HOURS</b> |
|----------------------------------------|--------------------------------------------------|----------------|
| EDUC 5307                              | Internship I: Graduate Teacher Certification     |                |
| EDUC 5308                              | Internship II: Graduate Teacher Certification OR |                |
| EDUC 5601                              | Internship: Graduate Clinical Teaching           |                |

#### ***For Principal Certification***

| <b>BLOCK D</b> | <b>STRATEGIC LEADERSHIP</b>                                              | <b>18 HOURS</b> |
|----------------|--------------------------------------------------------------------------|-----------------|
| EDUC 6301      | School Law                                                               |                 |
| EDUC 6303      | Public School Policy and Administrative Procedures                       |                 |
| EDUC 6312      | Educational Leadership for School Effectiveness and Learning Performance |                 |
| EDUC 6305      | Instructional Leadership                                                 |                 |
| EDUC 6304      | The Principal as Instructional Leader Plus Practicum or Internship I     |                 |
| EDUC 6310      | Principal as Instructional Leader Test and PASL Preparation              |                 |

### **UNIVERSITY RECOMMENDATION FOR PRINCIPAL CERTIFICATION**

Upon completion of certification requirements an official application from the Educator Certification and Standards Division of the Texas Education Agency (TEA) must be completed. It is the responsibility of the intern to complete the on-line application.

*The Schreiner University Certification Officer recommends certification to TEA only after the following criteria have been met:*

1. Completion of the Strategic Leadership block of courses with an overall 'B' average.
2. Verification of two years teaching experience as the teacher of record in an accredited Texas School.
3. Pass the Texas Principal Certification Exam.
4. Provide required documentation as evidence of 160 hours of administrative intern experience.
5. Complete all administrative intern assignments as indicated in the Principal Certification Manual.

6. Successful completion of all practice exams and state exam 268 and Performance Assessment for School Leaders exam (368 PASL).

NOTICE: Items #4 and #5 listed above can be extended one additional semester.

## MASTER OF BUSINESS ADMINISTRATION

*Students become eligible for graduation with the Master of Business Administration in Ethical Leadership degree when all of the following have been satisfied:*

1. Completion of all program requirements within five years
2. Maintain a grade point average of at least cumulative 3.0 in all graduate course work
3. Earn no more than 6 hours of “C” or below in the graduate program
4. Completion of the MBA Business Major Field Exam

The MBA is a six or twelve session program of study dependent on whether a graduate student elects to enroll in 3 or 6 credit hours per session. Each session is 7-weeks in duration.

|                         |                                                                                      |
|-------------------------|--------------------------------------------------------------------------------------|
| <b>FALL SESSION A</b>   | BSAD 5332 – Business Law for Managers<br>MGMT 5322 – Leadership Communication        |
| <b>FALL SESSION B</b>   | MGMT 5321 – Leadership and Team Building<br>MGMT 5323 – Adv. Organizational Behavior |
| <b>SPRING SESSION A</b> | FIN 5312 – Resource Management<br>MGMT 5341 – Mgmt Research in Business              |
| <b>SPRING SESSION B</b> | BSAD 5324 – Business Integrity<br>CIT 5331 – Managing Information Systems            |
| <b>SUMMER SESSION A</b> | MGMT 5304 – Quantitative Decision Making<br>MKTG 5311 – Borderless Marketing         |
| <b>SUMMER SESSION B</b> | ACCT 5301 – Accounting for Decision Making<br>MGMT 5303 – Management Statistics      |

## MASTER OF SCIENCE IN NURSING

*The MSN degree has two tracks:*

*Students must maintain at least a 3.00 GPA in each track*

**FAMILY NURSE PRACTITIONER – 54 total hours**

**PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER – 57 total hours**

### **FAMILY NURSE PRACTITIONER**

|           |                                                     |
|-----------|-----------------------------------------------------|
| NURS 5311 | Professional Transitions: Advanced Nursing Practice |
| NURS 5312 | Theory in Advanced Practice Nursing                 |
| NURS 5313 | Research Methods and Evidence-based Practice        |
| NURS 5314 | Epidemiology and Population-based Health Care       |

|           |                                         |
|-----------|-----------------------------------------|
| NURS 5321 | Advanced Physiology and Pathophysiology |
| NURS 5322 | Advanced Health Assessments             |
| NURS 5323 | Advanced Pharmacology                   |
| NURS 5331 | Advanced Primary Care NP I              |
| NURS 5332 | Advanced Primary Care FNP I             |
| NURS 5333 | Advanced Primary Care FNP III           |
| NURS 5634 | Advanced Primary Care FNP Clinical I    |
| NURS 5635 | Advanced Primary Care FNP Clinical II   |
| NURS 5636 | Advanced Primary Care FNP Clinical III  |
| NURS 5637 | Advanced Primary Care FNP Clinical IV   |

### **PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER**

|           |                                                                                        |
|-----------|----------------------------------------------------------------------------------------|
| NURS 5311 | Professional Transitions: Advanced Nursing Practice                                    |
| NURS 5312 | Theory in Advanced Practice Nursing                                                    |
| NURS 5313 | Research Methods and Evidence-based Practice                                           |
| NURS 5314 | Epidemiology and Population-based Health Care                                          |
| NURS 5321 | Advanced Physiology and Pathophysiology                                                |
| NURS 5322 | Advanced Health Assessments                                                            |
| NURS 5323 | Advanced Pharmacology                                                                  |
| NURS 5347 | Advanced Psychopharmacology Across the Lifespan                                        |
| NURS 5348 | Assessment, Diagnostics, Evaluation and<br>Psyc Psychotherapies PMHNP I                |
| NURS 5349 | Psychogenetics and Patient Management PMHNP II                                         |
| NURS 5350 | Mental Health Nursing Interventions for Families PMHNP III                             |
| NURS 5647 | Mental Health Assessment and Diagnosis<br>in Clinical Practice PMHNP Clinical I        |
| NURS 5648 | Psychotherapeutic Techniques and Management<br>of Specific Disorders PMHNP Clinical II |
| NURS 5649 | Family-Focused Mental Health Interventions PMHNP Clinical III                          |
| NURS 5650 | Advanced Mental Health Promotion and Ethical Practice PMHNP IV                         |



## STUDY ABROAD PROGRAMS

Schreiner University's International Studies Program enables students to spend a semester abroad. Students can spend semesters in several locations doing an immersion study of the language and culture of that country. In addition, Schreiner offers faculty-led winter and summer travel trips abroad.

Students in these programs are considered under concurrent enrollment for financial aid purposes and for Schreiner credit. They are eligible to apply for financial aid to help cover program costs. The application deadline is November 30 of the year prior to the year of intended study.

## PRE-RN (PRN) PROGRAM

Schreiner University and San Antonio College have an agreement that allows a Licensed Vocational Nurse (LVN) to become an Associate Degree Nurse (ADN) through a career mobility program. The academic course work should be completed at Schreiner prior to enrolling in nursing classes through San Antonio College. After successful completion of all work the student may earn an Associate of Applied Science degree and be eligible to take the RN licensing exam.

## THE CHRISTIAN VOCATIONS INTERN PROGRAM

In order to nurture Christian discipleship among Schreiner University students, to respond to students' needs, to provide "whole-person" educational opportunities, and to encourage service to the Church, the Christian Vocations Intern Program (CVIP) has implemented an experiential, field-oriented, learning and serving program under the supervision of trained mentors and teachers. The CVIP is dedicated to providing the opportunity for students to integrate their faith and academic learning by using both in practical settings to prepare themselves to be Christian leaders throughout their lives and to consider the possibility of a call to service in the church.

Students must take a minimum of 12 semester hours in the field of religion including Old and New Testament. In addition, a minimum of 6 semester hours in either education, psychology, or business administration are required in order to enroll in the internship course during the senior year. Students will be given individualized assistance in planning their course options during their time at Schreiner University. Extra-curricular opportunities will be offered to enhance the students' study and growth towards a vocational choice.

## PRE-PROFESSIONAL CURRICULA

Those students who are to become lawyers, physicians, dentists, clergy, or teachers, or who are to go on to graduate study in any field, should be among the University's most capable graduates, fulfilling to a high degree its stated aims. Consequently, the pre-professional curricula at Schreiner are broad, thorough, and liberal, designed to qualify the student for entrance into graduate or professional schools as well as to give him the finest possible basis for his professional study and career. As early as possible the student should discuss with his academic advisor the entrance requirements of the particular graduate or professional school he wishes to enter.

# AREAS OF INSTRUCTION

Course code interpretation: The first digit indicates the rank of the course; “0” is considered non-degree credit. The second digit indicates the number of credit hours to be earned for all courses except those beginning with “0.” Many art courses require both lecture hours and laboratory or studio. They are indicated as follows: (3-4). This means that the first number, “3” indicates the number of lecture hours, while the second number “4” shows the laboratory hours required. If two course numbers appear for a course, the one in parentheses is the number used by the Texas Common Course Numbering System.

If an (R) appears after the course title, the course has some independent research components included in the course.

As students progress through levels of courses in the discipline, they should engage with the range of learning tools and experiences that foster growth toward independent scholarly or creative activity (e.g., Bloom’s revised learning domains of remembering, understanding, applying, analyzing, evaluating, and creating).

## **General guidelines for the sequencing of all undergraduate and graduate coursework levels (1000, 2000, 3000, 4000, 5000, 6000):**

**1000-Level Courses:** include introductory courses or broad survey courses that assume no prerequisite knowledge beyond the skills of a first-year student. These courses typically prepare students for discipline entry and/or intermediate-level study.

**2000-Level Courses:** should assume a moderate level of academic preparedness and may assume an intermediate level of discipline-specific content or methodological knowledge. These courses typically prepare students for advanced intermediate and upper-level study. They may be appropriate for freshmen and sophomores with a greater amount of autonomy and academic experience or for upper-level students who are not specializing in the field.

**3000-Level Courses:** should assume students have a moderate to high level of academic experience and independence. Depending on the discipline, a 3000-level course may also assume a moderate to high level of discipline-specific content or methodological knowledge. Such coursework should require significant academic rigor in students’ approaches and assignments.

**4000-Level Courses:** should assume a high level of academic experience and independence and/or deep content and methodological knowledge in a discipline. Such coursework will probably only be accessible to majors or students with significant previous preparation in the field. Such coursework should require a high level of rigor in students’ approaches and assignments.

**5000-6000 Level Courses:** are designed for students pursuing graduate studies or advanced professional programs. Graduate-level courses require a higher level of understanding, greater independence and more specialized knowledge than undergraduate study. They typically focus on students’ engagement with advanced scholarly inquiry, independent research, and informed professional practice.

Schreiner University reserves the right to make changes in course offerings at any time. A course for which there is insufficient enrollment may not be offered.

# ACCOUNTING (ACCT)

Schreiner University offers a Bachelor of Business Administration (B.B.A.) degree with a major in Accounting. Accounting graduates work in public, private, government, and not-for-profit organizations. The program includes 33 hours in advanced accounting. In order to qualify to take the Certified Public Accounting (CPA) exam in Texas students must complete a total of 150 hours. Students can enter the MBA in Ethical Leadership degree program and upon completion, will have achieved the necessary advanced hours to qualify for the CPA Exam in Texas.

A **Major in Accounting** consists of the following upper level courses: BSAD 3311, BSAD 4321, BSAD 4331, BSAD 4342, BSAD 4351, ACCT 3301, ACCT 3302, ACCT 3304, ACCT 3305, ACCT 3306, ACCT 3308, ACCT 4301, ACCT 4303, ACCT 4306, ACCT 4308, 4309, and ACCT 4398.

A **Minor in Accounting** includes the following lower level courses: ACCT 2301 and ACCT 2302, BSAD 1301 and these upper level courses: ACCT 3301, ACCT 3304, and one additional upper level ACCT 3302 from 3305, 3306, or 3308.

## 2301. (2301) INTRODUCTION TO FINANCIAL ACCOUNTING

This is an introduction to financial accounting that focuses on the preparation and understanding of accounting reports prepared for investors, financial analysts, creditors and other external users. Generally accepted accounting principles and other basic accounting concepts are studied.

## 2302. (2302) INTRODUCTION TO MANAGERIAL ACCOUNTING

This is an introduction to managerial accounting that focuses on the preparation and understanding of accounting reports prepared for managers and other internal users. Concepts covered include cost accounting methodology, relevant cost analysis, cost behavior, cost-volume-profit analysis, activity-based costing, operational and capital budgeting. Prerequisite: ACCT 2301.

## 3301. INTERMEDIATE ACCOUNTING I

This course is an intensive study of financial accounting and the preparation of financial accounting reports. Concepts covered include the accounting cycle, conceptual framework of accounting theory, FASB Codification, financial statement preparation, accounting for current and long-term assets, present value computations and applications, depreciation, asset impairments, and intangible assets. Key differences and similarities between U.S. GAAP and International Financial Reporting Standards (IFRS) are covered. Prerequisite: ACCT 2301.

## 3302. INTERMEDIATE ACCOUNTING II

This course is a continuation of ACCT 3301 and covers such topics as valuation of liabilities and investments, financial reporting of stockholder's equity, income recognition and measurement of investments in debt and equity securities, special rules for revenue recognition, accounting for tax carrybacks and carryforwards, pension accounting, leases, accounting changes and error analysis, statement of cash flows, and full disclosure requirements in accordance with GAAP. Prerequisites: ACCT 3301.

### **3304. COST ACCOUNTING**

This is a study of advanced cost-accounting systems, including cost behavior, cost allocation, unit cost determination, activity costing and cost-volume-profit analysis. Prerequisite: ACCT 2302.

### **3305. FUNDAMENTALS OF INDIVIDUAL INCOME TAX**

This is an introduction to the basic principles and concepts of individual federal income taxation. Emphasis on tax planning and preparation for tax problems. A minimum of one credit hour of this course will be devoted to tax research and analysis. Prerequisite: ACCT 2302.

### **3306. CORPORATE AND PARTNERSHIP TAXATION**

This course covers the fundamentals of corporate and partnership federal income taxation. Includes corporate reorganizations, liquidations, partnerships, and “S” corporations. A minimum of one credit hour of this course will be devoted to tax research and analysis. Prerequisite: ACCT 3305.

### **3308. REGULATORY ACCOUNTING**

This course studies the accounting and financial statements of governmental, fund and not-for-profit accounting; such as hospitals, churches, colleges, governmental organizations, and other private and public not-for-profit organizations. Additionally; the application, proposals and current status of International Financial Reporting Standards (IFRS), will be researched. Prerequisite: ACCT 2302.

### **4301. ADVANCED ACCOUNTING I**

This course covers the equity method of accounting, business combinations, consolidated financial statements, foreign currency translations of financial statements, and an introduction to QuickBooks accounting software. Prerequisite: ACCT 3302.

### **4303. AUDITING THEORY AND PRACTICE**

This is an introduction to the concepts, standards, and techniques employed by independent public accountants in the examination of and reporting on financial statements. A minimum of one credit hour of this course will be devoted to accounting and business communications. Prerequisites: ACCT 3302.

### **4306. ACCOUNTING ETHICS**

This course is a study of the ethical concepts and considerations that govern the day to day activities of a professional accountant, with emphasis placed on professional responsibilities as prescribed by various governing bodies. This course meets requirements of the Texas State Board of Public Accountancy.

### **4307. FORENSIC ACCOUNTING AND FRAUD EXAMINATION**

This course will cover the three major types of financial fraud, as well as the factors that lead to financial fraud. The course will also cover investigative and interviewing techniques, as well as various reporting methods. In addition, primary ways that organizations can prevent, detect, and deter financial fraud will be covered.

## **4308. ADVANCED ACCOUNTING II**

This course covers partnership accounting, interim and segment financial reporting, governmental accounting, not-for-profit accounting, International Financial Reporting Standards (IFRS), and an introduction to QuickBooks accounting software. Prerequisite: ACCT 4301.

## **4309. ACCOUNTING INFORMATION SYSTEMS**

This course focuses on managing the design, control, and operation of accounting information systems. The emphasis is on identifying the information needs of decision makers and developing appropriate business process controls in the design of accounting information systems. The accounting information system is at the core of a company's enterprise systems. Students will gain an understanding and appreciation of the accounting information system and how it is used to successfully manage, audit, and develop processes to support today's evolving business environment. Prerequisites: ACCT 2301, ACCT 2302, ACCT 3301, ACCT 3302.

## **4370. TOPICS IN ACCOUNTING**

This is a selected topics in the field of accounting, auditing, or taxation. Topics will vary; course may be repeated when topics vary.

## **4398. PROFESSIONAL INTERNSHIP IN ACCOUNTING**

This course is a supervised field employment experience which provides the opportunity for the student to apply prior learning to practical job experiences. Prerequisites: Twelve hours of upper-level accounting courses and an approved internship application.

## **5301. ACCOUNTING FOR DECISION-MAKING**

This MBA course is a study of accounting applications and concepts relative to management decision-making. Students examine the key financial statements: Balance Sheet, Income Statement, Statement of Cash Flow, and Statement of Retained Earnings in order to develop, evaluate, and measure business decisions. Managerial accounting is the primary focus; however, students will examine financial accounting procedures and taxing implications in constructing decision options. Prerequisites: Admission to MBA program.

# **AGRICULTURE AND NATURAL RESOURCE MANAGEMENT (ANRM)**

The Bachelor of Science in Agriculture and Natural Resource Management (ANRM) is designed to provide students with a thorough understanding of the principles and practices involved in agriculture and the management of natural resources. Students will gain a broad range of theoretical knowledge and practical skills to tackle complex environmental issues, implement sustainable agricultural practices, and promote responsible use of natural resources. The program integrates elements from various disciplines, such as plant science, soil science, animal science, environmental science, business management, and policy making, to provide a comprehensive understanding of modern agriculture and the management of natural resources.

## 2102. GENERAL ANIMAL SCIENCE LABORATORY

Required concurrent lab for ANRM 2302 General Animal Science. Prerequisite: Concurrent enrollment in ANRM 2302.

## 2301. AGRICULTURE AND NATURAL RESOURCE MANAGEMENT

The Fundamentals of Natural Resource Management course introduces students to the key concepts and methods in managing natural resources such as vegetation, water, soil, forests, and wildlife. Topics include sustainable resource use, ecosystem-based management, resource economics, policy and regulation, and stakeholder engagement. The course combines theoretical learning with case studies and practical exercises to provide a comprehensive understanding of natural resource management. Through this course, students will gain a solid understanding of the complexities of managing our natural resources, preparing them for successful careers in agriculture and natural resource management.

## 2302. GENERAL ANIMAL SCIENCE

This scientific study of animal agriculture includes beef cattle, dairy cattle, swine, sheep, goats, horses. Topics covered will include general management practices, reproduction, nutrition, health, handling, genetic selection, shelter/housing and marketing strategies and procedures. Prerequisites: Concurrent enrollment in ANRM 2102.

## 2303. RESEARCH METHODOLOGY AND ACADEMIC WRITING

This course introduces students to the essential principles and practices of scientific writing in undergraduate research. Emphasis is placed on developing clear, concise, and logical writing skills for presenting research ideas, methods, results, and discussions. Students will learn how to structure scientific papers, write abstracts, and prepare reports using appropriate methods. The course also explores tools and software for research documentation and citation management, including reference organization, plagiarism prevention, and reproducibility in research. Through hands-on exercises, students gain practical experience in writing, revising, and formatting research work consistent with undergraduate research, professional, and academic standards. Prerequisite: None.

## 3101. SOIL SCIENCE LABORATORY

This laboratory complements the theoretical learning established in the Soil Science course. Through hands-on activities, students will acquire practical knowledge about soil properties and processes. The laboratory exercises will immerse students in various investigative and experimental techniques, offering them an intimate understanding of soil's physical texture, nutrient content, water retention capacities, and microbial communities. Prerequisites: Concurrent enrollment in ANRM 3301 Soil Science; CHEM 1301/1101 and CHEM 1302/1102.

## 3105. LIVESTOCK MANAGEMENT LABORATORY

Required concurrent lab for ANRM 3305. Prerequisites: Concurrent enrollment in ANRM 3305.

### 3301. SOIL SCIENCE

Soil Science is an essential component of our Agriculture and Natural Resources Management bachelor's degree program. This course explores the vital role that soil plays in ecosystems and agriculture, offering students a comprehensive understanding of its physical, chemical, and biological properties. Topics include soil formation and classification, nutrient cycling, soil-water interactions, and soil fertility. Prerequisites: CHEM 1301/1101 and CHEM 1302/1102.

### 3302. RANGELAND ECOLOGY

This course is designed to provide students with a comprehensive understanding of the principles of rangeland ecology. Emphasis will be placed on exploring the interactions between rangeland ecosystems and livestock production, wildlife management, climate change, and land management strategies. The course will integrate theoretical concepts with practical skills, incorporating fieldwork and hands-on activities alongside classroom instruction. Prerequisites: BIOL 3342/3142, ANRM 3301.

### 3303. APPLIED PLANT BIOLOGY

Applied Plant Biology focuses on the study of plant biology and its application to agriculture and natural resource management. The course covers plant physiology, genetics, biotechnology, pathology, and the relationship between plants and their environment. It also explores the application of this knowledge to crop improvement, pest and disease management, and ecosystem conservation. Prerequisite: BIOL 1302.

### 3304. WATERSHED MANAGEMENT

This course introduces students to the principles of environmental hydrology and watershed management for sustainable environmental conservation and management. Topics include components of the water cycle, including precipitation, infiltration, evapotranspiration, and runoff. Rainfall-runoff processes at watershed scale, watershed-wetland relationships, and strategies for managing water quality and quantity, and flood control. Open channel flow, principles and measures for controlling storm water runoff and soil erosion. Emphasis is placed on the importance of environmental hydrology in understanding how water moves through landscapes, supports ecosystems, and informs effective watershed management. The course will also explore watershed hydrologic models, their types and characterization, and the assessment of watershed erosion and sediment yield. Prerequisite: ANRM 301.

### 3305. LIVESTOCK MANAGEMENT

This is a study of the fundamentals and principles of beef cattle, sheep, goats, and swine production. Included are the integration of principles of nutrition, breeding, physiology, and marketing into complete production and management programs. Also included are structure of industry, enterprise establishment, systems of production practices, and improvement programs. Prerequisites: ANRM 2302 and ANRM 2102; Concurrent enrollment in ANRM 3105.

### 3306. SUSTAINABLE ANIMAL PRODUCTION

Through a multidisciplinary lens, students explore the principles, challenges, and opportunities of sustainable animal agriculture. Topics covered include the ecological

footprint of conventional livestock farming, the importance of biodiversity conservation, animal welfare considerations, and the impact of climate change on animal production systems. Students will critically examine various production models, including intensive, extensive, and organic systems, to assess their sustainability performance. Prerequisites: ANRM 2302 and ANRM 2102.

### 3307. AGRICULTURE CLIMATOLOGY

This course introduces students to the climate system and its impacts on agricultural production and activities. The climate system interacts with agricultural production and can be better understood through climate data. This course will cover climate fundamentals and basic understanding of weather and climate variables (sunshine hour, solar radiation, temperature, windspeed, relative humidity, and precipitation) relevant to agricultural systems, climate information, and climate data analysis to better understand and solve a variety of social, environmental, and agricultural problems. Students will build a holistic understanding needed to effectively approach problems at the intersection of climate sciences and agriculture. The course will cover but not limited to modern climate data sources and quality, agriculture and hydro-climatic indicators, climate extreme events and indices, climate impacts on food, water resources, energy, and society. Prerequisite: MATH 2330.

### 3401. WILDLIFE MANAGEMENT I

This course provides a comprehensive look at current field and analytical methods in wildlife science. Students gain hands-on experience with core research stages, including design studies, analyzing data, capturing and handling animals, identifying and marking species, and assessing populations and habitats. Emphasis is also placed on emerging technologies such as UAVs, radiotelemetry, remote monitoring, and bioacoustics. New chapters on UAVs, bioacoustics, and nutritional ecology, along with improved formatting and integrated topics like telemetry and data analysis, enhance learning and accessibility. The course builds practical skills for conducting ethical, effective wildlife research in both academic and professional settings. Prerequisite: BIOL 1302.

### 3402. WILDLIFE MANAGEMENT II

This course explores modern wildlife management, emphasizing the application of ecological science to the conservation and stewardship of animal populations. Students examine ethical responsibilities, human-wildlife interactions, and strategies for engaging communities in wildlife decision-making. Key topics include adaptive management, habitat-specific strategies, population monitoring, and conflict resolution. The course highlights the approach for maintaining healthy, resilient wildlife populations in changing environments. Students develop practical skills in collaboration, ethical leadership, and effective communication. It prepares students for careers in wildlife conservation, management, and policy. Prerequisite: BIOL 1302, ANRM 3401.

### 4301. GIS FOR RESOURCE MANAGEMENT

GIS for Resource Management provides an intensive exploration of Geographic Information System (GIS) applications in agriculture and natural resource management. The course covers GIS theory, data collection and management, spatial analysis, and visualization, with a focus on practical applications in areas such as precision farming, watershed management, forestry, and wildlife habitat conservation. Prerequisite: ANRM 3301.



#### 4302. NATURAL RESOURCES ANALYSIS AND PLANNING

The Natural Resources Analysis and Planning course offers an in-depth exploration of the methods used to assess, manage, and plan for the sustainable use of natural resources. Topics include ecosystem services assessment, spatial analysis using Geographic Information System (GIS), and use planning, adaptive management, stakeholder engagement, and policy and regulatory frameworks. The course integrates case studies and hands-on exercises to provide students with practical skills in natural resources analysis and planning. Prerequisite: ANRM 4301.

#### 4303. WILDLIFE LAWS AND ADMINISTRATION

The Wildlife Laws and Administration course provides a comprehensive study of laws, regulations, and administrative structures related to wildlife management, including the North American Model of Wildlife Conservation. The course covers international, national, and state-level wildlife laws and treaties, enforcement, and administrative issues in wildlife conservation. Prerequisite: BIOL 3343.

#### 4304. ECOSYSTEM AND WILDLIFE RESTORATION

Ecosystem and Wildlife Restoration focuses on the theories, methods, and challenges of restoring damaged ecosystems and wildlife populations. The course covers restoration ecology principles, habitat restoration techniques, wildlife population recovery strategies, monitoring and evaluation, and the socio-economic aspects of restoration projects. This course will equip students with the knowledge and skills to restore damaged ecosystems and wildlife populations, making a meaningful contribution to biodiversity conservation and sustainable land management. Prerequisites: ANRM 3303, BIOL 3343.

#### 4305. FARM AND RANCH MANAGEMENT

Farm and Ranch Management provides students with an understanding of the principles and practices used in the successful management of farms and ranches. The course covers topics such as crop and livestock (management, agricultural economics, financial management, marketing, sustainable farming practices, and farm succession planning. Students will learn to apply their understanding of agricultural sciences in making practical management decisions. Prerequisite: ANRM 3301.

#### 4307. AGRICULTURAL WATER MANAGEMENT AND IRRIGATION PRINCIPLES

The purpose of the course is to develop a working understanding of irrigation systems and how they are managed. The course will stress the fundamentals as well as the application of modern irrigation technology. The effects of irrigation on water quality and water supplies will be discussed. Improved water management for minimizing impacts on water resources and the environment will be emphasized. Prerequisites: ANRM 3301, ANRM 2301.

#### 4399. SENIOR PROJECT, SEMINAR, CAPSTONE

The Senior Capstone Project is a culminating experience for students in the Agriculture and Natural Resources Management program. Students will collaboratively (with the instructor and fellow students) design and implement a project that addresses a real-world issue in agriculture or natural resource management. Projects can take the form

of original research, a comprehensive case study, or a management plan. The course includes a seminar series where students present their project plans and progress, receive feedback, and discuss relevant issues in agriculture and natural resource management. Prerequisite: Senior standing.

## ART AND DESIGN (DESN) (SEE DESN)

Schreiner University offers courses leading to a Bachelor of Fine Arts (B.F.A.) degree in Graphic Design. This comprehensive undergraduate program is noted for its real-world experiences, by introducing students to client work in graphic design courses. Intended to prepare them for working professionally as designers after graduation, the Visual Arts Department seeks to provide students a wide spectrum of knowledge and skills relative to visual communications across a variety of print and electronic based medium.

The Visual Arts Department seeks to provide students an environment contributing to creative research, analysis and problem solving relative to universal principles of design, while incorporating marketable technical skills utilized by communication designers today through exploration of traditional and emerging visual art and design media. Students begin taking courses within their major during the first semester; art and design faculty work closely with students throughout their coursework and advising them along the way. Students are encouraged to develop an interdisciplinary approach to learning by recognizing the many relationships existing between the visual arts and other disciplines.

There is a student group of AIGA (American Institute of Graphic Arts) that provides leadership, networking, and career development opportunities. The department facilitates cognitive and creative growth outside of the classroom by offering significant travel opportunities to its majors. Most noteworthy is a summer study abroad experience in Florence, Italy, in addition to department sponsored regional and national trips to museums, cultural events, and professional organizations. All majors are required to engage in a professional internship, and write a senior thesis that guides the production and exhibition of a senior show.

The Schreiner University visual arts department offers courses leading to a Bachelor of Arts (B.A.) degree in Arts Management and Administration. A student will learn the operational fundamentals of arts organizations, while also choosing a specialization in a specific arts area (music, theater, or visual arts).

Graduates of this degree are prepared to seek entry level careers in areas such as development and donor relations, marketing, audience development, public relations, artistic programming, volunteer coordination, arts education, and advocacy. This program will prepare a new generation of engaged managers who, through critical inquiry, creative thinking, and business and communication skills, will support the arts and entertainment industry in a changing global environment.

Our program prepares students to combine the tools of business – management, marketing, financial accounting, operations, negotiation – with the tools of community-building – fundraising, development, education, outreach, volunteerism, partnership – to make thriving and vital spaces for arts and culture.

A **Major in Arts Management and Administration** consists of the following upper level courses: ART 3360, ART 4352, ART 4397, ART 4398, BSAD 3310, 3350, DESN 3322, MKTG 3323, and MGMT 3336, 3350.

A **Major in Graphic Design** consists of the following upper level courses: ART 3310, DESN 3322, DESN 3350, DESN 3430, DESN 4302, DESN 4351, DESN 4360, DESN 4398, and DESN 4399.

With a Graphic Design minor, students learn to apply design in developing effective communication strategies. Ideas are conceived and implemented in various contexts through applied critical thinking, visualization methods, hierarchical systems, and storytelling. Students learn the fundamentals while also exploring upper level graphic design coursework, such as editorial, branding, digital photography, electronic media, and web design. A minor in Graphic Design requires a minimum of 24 hours, 12 of which are upper level courses. This minor in Graphic Design can complement virtually any major at Schreiner University, in particular, will enhance the marketability of graduates from degrees humanities, social sciences, business and arts.

The **Minor in Graphic Design:** 24 hours, ART 1350, 2330, 3310, DESN 1303, 2360, 3322, 4302, and 4320.

A **Minor in Arts Management and Administration** consist of: ACCT 2301, ART 2351, ART 3360, ART 4352, ART 4397, MGMT 2250.

### **Photography Minor**

The Visual Arts department offers a minor in photography that is based in both traditional and digital principles and techniques. A minor in photography requires a minimum of 18 credit hours including collateral, prerequisite, and specified courses, twelve (12) of which must be advanced (please see the University's requirements for specialization/concentration requirements).

Coursework will emphasize camera basics, aesthetics, printing basics, current software, concept, and application.

Courses required: ART 2310, ART 2330, ART 3310, ART 4340, ART 4341

Art 4340 and 4341 are advanced courses which may be repeatable for credit in order to fulfill the minimum requirements of the photo minor.

### **NOTE:**

- Students must earn a “C” or better in all collateral and upper-level ART courses to count toward a degree in the Visual Arts Department.
- Students in the major must sit for Mid-Point Review midway through the program. The student will be notified by the chair of the department when they are required to be reviewed. Failure to pass or sit for the review may result in the student being removed from the Communication Design program.
- All Communication Design majors are required to obtain a student AIGA (American Institute of Graphic Arts) membership in their freshman year, and maintain membership through their course of study as a major in the Communication Design department.

- All courses except ART 2340, ART 2341, and ART 2371 require students to purchase materials and tools to be used for class assignments.

## 1170. TOPICS IN ART

This short-term travel/topics course will allow study tours of at least seven days to domestic or foreign destinations, with a view to providing the student first-hand encounters with art of the great galleries and museums of the world. Students will be enrolled well in advance of the travel and will be responsible for travel expenses, which may be partially subsidized by the University. This course may be scheduled at any time during the annual school year, but must be attached to a specific semester for credit purposes. A writing component is required. May be repeated when topics vary.

## 1302. PRINCIPLES OF DRAWING

This is a studio course concentrating on the development of basic drawing skills, use of materials and the organization of composition on the picture plane. This is NOT recommended for non-Art majors. A studio supplies fee will be assessed. (3-3).

## 1320. PRINCIPLES OF THREE-DIMENSIONAL DESIGN

This is a studio course concentrating on elements and principles of visual organization applied to three-dimensional concepts and their exploration within spatial environments. Students solve problems by organizing and constructing three-dimensional forms. This is NOT recommended for non-Art majors. A studio supplies fee will be assessed. (3-3).

## 1340. INTRODUCTION TO THE VISUAL ARTS

This course offers a diverse investigation of art and culture from the historical and contemporary perspectives. It is a discussion of the contributions of the arts to the understanding of aesthetics, observation of historic styles, traditional and contemporary techniques, and the influence of cultural media. More time is allotted for this course to allow for field trips and assignments in various media. This is an introductory art class recommended to fulfill the core fine arts requirement for non-art majors.

## 1350. COLOR THEORY

This course surveys basic knowledge of color theory useful to a number of applied fields, including painting, design, theater, photography, ceramics, computer graphics, psychology, and marketing. Instructional methods will include lecture, demonstration, audio/visual presentations, studio exercises, guest lectures and field trips. It is required for the graphic design degree and fulfills the core fine arts requirement for most degree plans. This is NOT recommended for non-Art majors. Some art supplies are required. A studio supplies fee will be assessed.

## 2290. EXPLORATORY INTERNSHIP

Faculty members coordinate the rising internship opportunities with mid-program students to shadow and assist arts management professionals in their work place. This course provides the opportunity to explore areas of the arts in which the student is interested in concentrating their focus. Students are required to include two or more types of arts organizations as part of their course research and experience. The field experience

is sixty hours; no one individual organizational experience may be less than 16 hours. Students are required to keep a log, communicate weekly with the supervising instructor, and maintain attendance requirements. Prerequisite: Sophomore standing and consent of instructor.

### **2310. PHOTOGRAPHY**

This is an introduction to the principles of photography including the use and functions of the camera, the aesthetics of photography, composition and basic techniques in black and white darkroom procedure. Assignments are in film processing, printing and enlargement, and presentation. Prerequisite: Second semester freshman standing. (3-3). A studio supplies fee will be assessed.

### **2322. INTRODUCTION TO CLAY**

This is an introduction to hand-building methods, use of the electric potter's wheel, glaze application, and surface finishing techniques in creating and emphasizing the aesthetic appreciation of ceramic art forms. A studio supplies fee will be assessed. (3-3).

### **2330. INTRODUCTION TO DIGITAL PHOTOGRAPHY**

This course is an introduction to digital photography, its applications and its place in the realm of the professional graphic design and visual art worlds. The course explores digital camera mechanics, capture, storage and digital work flow, basic digital editing techniques, and application, introduction to Photoshop Image editing software, and ethics of digital photography. This course is designed for majors and non-majors. A digital camera with the option for manual controls is required. To participate in this course, on-line students must have access to the latest version of Adobe Photoshop (the required editing software). A studio supplies fee will be assessed.

### **2340. ART HISTORY I**

This course includes a Formalist survey of Western visual arts from Pre-history through the Middle Ages designed to enable students to recognize and appreciate artworks and other artifacts from cultures of the past, to grasp the perspective of time, and to develop the ability to verbalize about works of art on at least three levels: historical, descriptive, and evaluative.

### **2341. ART HISTORY II**

This course includes a survey of Western visual arts from the Renaissance to the Post-modern era intended to inspire an understanding and appreciation of the essential place of art in the experience of human life and to help students to develop and communicate ideas about visual culture. This course may include an optional content-oriented travel/ research component during the spring break.

### **2351. INTRODUCTION TO ARTS MANAGEMENT**

This course covers the basic principles, concepts, processes, and practices relating to organizations in the arts industry including structure of the arts industry and specifically non-profits, organization structures, planning, leadership, staffing, financial management, economic impact, fundraising, advocacy, and marketing development.

### 2370. TOPICS IN ART

This course is a specific study of particular topics in art. May be repeated when topics vary. Prerequisite: consent of instructor.

### 2371. TOPICS IN ART HISTORY

Topics in Art History provides an in-depth study of art history not possible in the basic survey courses ART 2340 and 2341. Topics may include focus on a particular period or aspect of art history, or may include surveys of art history such as Oriental art, Native American art, and Art of Latin America. May be repeated when topics vary.

### 3310. ADVANCED DIGITAL PHOTOGRAPHY

This course is an advanced study of digital photography incorporating a deeper study of camera techniques, image manipulation, advanced Photoshop techniques, production of output process, image correction process, scanning and other advanced imaging techniques. A digital SLR camera is required for this course. Prerequisite: ART 2330 with a grade of a "C" or better. A studio supplies fee will be assessed.

### 3311. PRINTMAKING

This is an introductory studio course in basic printmaking processes, history and aesthetics. Prerequisite: ART 1302. (3-3). A studio supplies fee will be assessed.

### 3324. INTERMEDIATE CERAMICS

This course is a continuation of ART 2322 with the continued use of the potter's wheel for production of creative ceramic art forms. It includes plaster mold work, glazing and slab construction. Prerequisite: ART 2322. (3-3). A studio supplies fee will be assessed.

### 3340. THE ART OF TEXAS: PAST AND PRESENT

This course is a cultural and historical survey of the art and artifacts produced in Texas from prehistoric times to the present day. It is intended to serve the arts management major in fulfillment of the B.A. in Arts Management degree, but is also recommended to fulfill an upper-level elective or minor, specialization, or concentration. The content of the course is richly visual and historical, but also experiential, incorporating field trips and visits to historic locations, museums and exhibitions. This emphasis on activities is to allow the student to see firsthand how priceless artifacts and objects of art are curated, cataloged, and exhibited.

### 3360. PRODUCTION FACILITIES FUNDAMENTALS

This course is a study of the operation of arts facilities, both visual and performing. Students will be introduced to topics such as museology and artist-gallery relationships as well as principles and practices of effective management of museums and galleries. The course will also exam the performing arts industry and introduce the student to artist-management relationships, booking and contracts, performing arts unions, royalty and rights licensing practices, tour management, and box office management. Prerequisite: ART 2351 and Junior standing.

### 3370. TOPICS IN ART

This course is a specific study of particular topics in Art. Prerequisite: Consent of instructor.

### 4325. ADVANCED CERAMICS

This is a course with emphasis on wheel production, surface decoration, and kiln firing. Prerequisite: ART 3324. (3-3). A studio supplies fee will be assessed.

### 4340. ADVANCE PROCESSING TECHNIQUES – R

This studio course explores various types of historical photographic processes, which may include gum bichromate, cyanotype, bromoil and Van Dyke Brown prints. Students work on individual projects that examine historical, technical and aesthetic approaches to photography. Digital, analog, and combinations of the two processes will be explored along with traditional and new output options for printing. This course may be repeated for credit for extended research. A studio supplies fee will be assessed. Prerequisite: ART 2310, 3310 and consent of instructor.

### 4341. PHOTOGRAPHIC DESIGN AND CONCEPTS – R

This course will emphasize contemporary composition and visual communication through a studio experience while developing the student's individual photographic style. Students will research historical references in photography, prominent photographers, movements and theories which constitute the foundations of photography. Students will study lighting, composition, space, color, contrast, time, and psychological impact as applied to photographic medium. This course will assist conceptual direction and development of critical skills necessary for creating a cohesive body of work. This course may be repeated for credit for extended research. A studio supplies fee will be assessed. Prerequisite: ART 2310, 3310 and consent of instructor.

### 4342. PROFESSIONAL PHOTOGRAPHIC THEORY AND PRACTICE

This course is a topics course designed for, though not necessarily limited to, the Photography Minor to familiarize and develop professional standards, practices and expectations from within the field of photography and other related craft.

Some examples of course work may include print and video, branding, art direction in photography, video producing and directing, presenting on camera, interviewing skills/techniques, text to fit conceptual imagery, introduction to magazine/book photo production, creating production budgets, contracts, model releases and schedules, content distribution, imagery, drone photography for professional applications, and developing a web portfolio for self-promotion. Prerequisites: ART 4340 or ART 4341. If not a photo minor, permission from instructor may be required.

### 4352. BUILDING PARTICIPATION IN THE ARTS

This course is an exploration of arts advocacy and practices to increase cultural participation and develop arts audiences. Approaches to promoting the arts, developing audiences through marketing, using various public relations and advertising tools and techniques will be studied. In the course, students will assess current and potential audiences and demographics, examine lifestyle, leisure time habits, national and international trends and social values, and participate in different types of arts experiences. Prerequisite: ART 2351 and Junior standing.

## 4370. TOPICS IN ART – R

This is an in-depth study of particular topics in art. May be repeated when topics vary.  
Prerequisite: Consent of instructor.

## 4397. ARTS MANAGEMENT

This course offers a survey of public and private visual and performing arts organizations. Course content will include a study of the relationship between arts management and artistic production. This study will also include an overview of career management options in fields of creative endeavor. Prerequisites: BSAD 1301, junior standing and consent of instructor.

## 4380. DIRECTED STUDY IN ART

Subject areas in art not offered as regular courses may be investigated by the directed study to accomplish personal needs of the student. Approval before registration by the supervising instructor and the appropriate dean are required. Prerequisite: Upper-level status with the completed basic art courses. The course may be repeated once with a change in focus.

## 4398. PROFESSIONAL INTERNSHIP IN ART

Faculty members coordinate the program with upper-level students to work part-time with cooperating employers. This course provides the opportunity to apply prior learning to supervised practical field circumstances and gain employment experience. Students are required to keep a log, communicate weekly with the supervising instructor, and maintain attendance requirements. Although the faculty will assist, it is the responsibility of the student to acquire the internship. Prerequisite: DESN 4351, senior status, and consent of instructor.

## 4399. SENIOR PROJECT IN ART

This is the culmination of the degree program. This capstone course is the visualization of the thesis developed and presented during DESN 4360: Professional Portfolio with emphasis on visual and verbal communication. The student will produce an exhibition of their work that demonstrates their creativity and professionalism as a designer. The student will finalize their professional print and website portfolio begun in DESN 4360: Professional Portfolio. A senior exit interview will be conducted at the end of the semester. Prerequisite: Senior status and approval of the faculty committee, which reviews thesis proposals in the semester before the Senior Project course is to be taken.

# AMERICAN SIGN LANGUAGE (ASL)

## 1301. AMERICAN SIGN LANGUAGE I

This course is an introduction to American Sign Language with emphasis on vocabulary used by deaf adults. It includes introduction to the history and culture of deafness in America. Linguistic structure, conceptual vocabulary, expressive and receptive conversational sign language skills will be covered. It also describes various manual communication systems and philosophies.



# AVIATION STUDIES (AVST)

Schreiner University offers courses leading to a Bachelor of Science (B.S.) degree in Aviation Studies. This comprehensive undergraduate program is noted for its real-world, hands-on flight experiences, by introducing students to real and simulated flight practices immediately. This degree leads to full FAA certification through Flight Instructor, and is intended to prepare students to work as professional pilots in commercial and private settings. The program provides students a wide spectrum of knowledge and skills relative to aircraft operations across a variety of flight platforms.

**A Major in Aviation Studies:** AVST 2301, AVST 2302, AVST 2303, AVST 2304, AVST 3302, AVST 3305, AVST 3306, AVST 3308, AVST 3401, 4102, 4301 and AVST 4398, AVST 4399 OR 4399.

## 1301. PRIVATE PILOT GROUND SCHOOL

Basic ground school for the Federal Aviation Administration Private Pilot Certificate, providing the student with the necessary aeronautical knowledge for private pilot certification. Topics include principles of flight, radio procedures, weather, navigation, aerodynamics and Federal Aviation Administration regulations. Prerequisites: None. Corequisites: AVST 1302.

## 1302. PRIVATE FLIGHT (*Flight Lab fees apply*)

This course develops aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land rating. Topics including regulations, safety, pre-solo operations, cross-country planning, airspace, chart use, communications, weather, performance, weight and balance, aerodynamics and decision making. (Flight Lab fees apply). Prerequisites: Appropriate class medical certification. Corequisites: AVST 1301. (Flight Lab fees apply). Graded S/U

## 2300. INTERMEDIATE FLIGHT (*Flight Lab fees apply*)

Provides students with flight hours and skills necessary to fulfill solo cross-country hours required for the FAA Instrument Airplane Rating. Appropriate class medical certification. (Flight Lab fees apply). Prerequisites: AVST 1301 and 1302. (Flight Lab fees apply). Graded S/U

## 2301. INSTRUMENT GROUND SCHOOL

A study of basic instrument radio and navigation fundamentals used in instrument flight. Topics include a description and practical use of navigation systems and instruments, charts used for instrument flight and Federal Aviation Administration regulations. Qualifies as part of a program leading to Federal Aviation Administration certification. Prerequisites: AVST 1301 and 1302. Corequisites: AVST 2302.

## 2302. INSTRUMENT FLIGHT (*Flight Lab fees apply*)

This course develops aeronautical knowledge required for addition of an Instrument Airplane rating to a Private Pilot certificate. Topics include instrument flying regulations, safety, operations, navigation systems, chart use, weather, flight planning, decision making and crew resource management. (Flight Lab fees apply). Prerequisites: AVST 1301 and 1302, appropriate class medical certification. Corequisites: AVST 2301. (Flight Lab fees apply). Graded S/U

### 2303. COMMERCIAL GROUND SCHOOL

A study of advanced aviation topics that can be used for Federal Aviation Administration certification at the commercial pilot level. Includes preparation for the commercial airplane written test. Prerequisites: AVST 2301 and 2302. Corequisites: AVST 2304.

### 2304. COMMERCIAL FLIGHT (*Flight Lab fees apply*)

Flight instruction necessary to qualify for the FAA Commercial Pilot Certificate. Instruction includes both dual and solo flight training to prepare the student for mastery of all commercial pilot maneuvers. Prerequisite: AVST 2301, and 2302, appropriate class medical certification. Corequisites: AVST 2303. (Flight Lab fees apply). Graded S/U

### 3302. AVIATION METEOROLOGY

In-depth coverage of meteorological phenomena affecting aircraft flight. Topics include concepts of aviation meteorology in the study of temperature, pressure, moisture, stability, clouds, air masses, fronts, thunderstorms, icing and fog. Also includes analysis and use of weather data for flight planning.

### 3305. CREW RESOURCE ADMINISTRATION

This course is designed to develop a detailed understanding of the organizational behavior, interpersonal relationships skills and other critical behavioral dynamics of professional flight crews. The course builds upon the knowledge of Crew Resource Management (CRM) acquired during the student's flight training. The history of CRM, CRM concepts of Communication Processes, Problem Solving, Group Dynamics, Workload Management and Situational Awareness will be investigated. Aircraft incidents and accidents related to the evolution of CRM training programs and FAA regulations will be analyzed. Intrapersonal and psychomotor skills will be addressed as they relate to safe, legal and efficient flight operations. Prerequisites: Junior standing in the program or consent of instructor.

### 3306. AIRLINE FLIGHT CREW TECHNIQUES

This course examines human-machine interface issues in today's modern flight deck. Leading to that end, the student will explore the cognitive and psychomotor domains of learning, review studies of aircrew interface problems and learn coping mechanisms used by today's best aviation trainers to overcome design-induced problems in cockpit advanced technology. Prerequisites: Junior standing in the program or consent of instructor.

### 3307. DISPATCH OPERATIONS

This course includes a review of pertinent Federal Aviation Administration regulations, navigation systems and procedures, manual flight planning, emergency and abnormal procedures, the general operating manual, aircraft systems and performance development, human factors and practical dispatching applications. Prerequisites: Junior standing in the program or consent of instructor.

### 3308. JET TRANSPORT SYSTEMS

This course will provide the student with detailed knowledge of jet transport category aircraft systems. The student will learn how to operate typical jet transport category

aircraft systems in both normal and emergency situations. Prerequisites: Junior standing in the program or consent of instructor.

### 3401. FLIGHT SAFETY EMERGENCY PROCEDURES

This course is designed to assist the student in developing an attitude and philosophy for accident and incident prevention. The course includes focus on Safety Management Systems and study of past accidents. The course includes: Ideal and practical, personal and organizational safety procedures and goals, safety philosophies, aircraft accident reports, human factors, principles of accident investigation, accident prevention programs and accident statistics, current events, National Transportation Safety Board (NTSB) special studies. Prerequisite: Junior standing in the program or consent of instructor.

### 4102. MULTI-ENGINE FLIGHT (*Flight Lab fees apply*)

Multi-engine Flight preparation for the Multi-engine Class Rating which will be added to a current pilot certificate. Includes explanation and demonstration of all required FAA normal and emergency operations and procedures. (Flight Lab fees apply). Prerequisites: AVST 2303, appropriate class medical certification. Corequisites: AVST 4301. (Flight Lab fees apply). Graded S/U

### 4105. FLIGHT INSTRUCTOR FLIGHT (*Flight Lab fees apply*)

Certified Flight Instruction – Airplane Flight instruction necessary to qualify for the Federal Aviation Administration Certified Flight Instructor – Airplane Certificate. Topics include ground and flight instruction. (Flight Lab fees apply). Prerequisites: AVST 4102, appropriate class medical certification. Corequisites: AVST 4307. (Flight Lab fees apply). Graded S/U

### 4301. MULTI-ENGINE GROUND SCHOOL

Ground Instruction Multi-engine Airplane Ground instruction to prepare the student for the FAA Multi-engine Airplane Rating. Includes Multi-engine aircraft characteristics and analysis of flight maneuvers. Prerequisites: AVST 2303. Corequisites: AVST 4102.

### 4307. FLIGHT INSTRUCTOR GROUND

Instructor Ground School. Skill development in the fundamentals of teaching and learning in an aviation-oriented environment. Introduction to the techniques of instruction and analysis of flight maneuvers. Topics include flight instructor responsibilities and FAA regulations relating to the Instructor Rating. Prerequisites: AVST 2303. Corequisites: AVST 4105.

### 4398. AVIATION INTERNSHIP

Students will be offered positions (paid or non-paid) with local aviation industry companies. Goals of the internship are to provide the student with actual hands on experience working in the aviation industry. Efforts will be made to match student aviation interests with industry. Prerequisites: Senior standing, permission of department and all major upper-division courses completed or concurrent enrollment.

## 4399. SENIOR CAPSTONE

This project course builds on the accumulated knowledge from all courses to date. Lectures will cover problem identification, analysis, generation of alternatives, cost/benefit studies, interviews and presentations. Student teams will analyze and make recommendations on an actual problem for an aviation related organization such as the FAA. Prerequisites: Senior standing, permission of department and all major upper division courses completed or concurrent enrollment.

## BIOLOGY (BIOL)

Schreiner University offers courses leading to a Bachelor of Arts degree and Bachelor of Science degree with a major in Biology. The biology program is committed to the liberal arts tradition with emphasis upon biology as an area of free inquiry. Students are not expected simply to master current biological knowledge. Rather, they are encouraged and expected to understand biology as a dynamic body of knowledge. Methods of producing new knowledge and using concepts to further understanding are two major goals of the program.

In addition, there is an emphasis on the interdisciplinary context of biology as a science. Students majoring in Biology are expected to understand the philosophical foundations of science and the limitations inherent in all scientific knowledge.

The biology curriculum has been designed specifically to achieve these goals. Required courses include many of the subdivisions of the life sciences. Also included are a number of laboratory courses and some courses specifically designed to prepare students to carry out research in topics of special interest.

Students who major in biology may pursue a number of postgraduate directions including education, industry, and graduate study. Graduate study may require additional coursework in biology.

Students may select from distinct tracks within the biology degrees.

### **For the B.A. Biology**

BIOL 1102, 1103, 1301, 1302, 1305, 2305, 2105, 2305, BIOL or CHEM, CHEM 1301, 1101, 1302, 1102, 2311, 2111, PHIL 2312, MATH 2330, MATH 1310 or 1321 BIOL 3340, 3352, 3151 4398 or 4399 and at least 12 hours upper level BIOL and 4 hours upper level BIOL or CHEM.

### **For the B.A. Biology – Cellular Track**

BIOL 1102, 1103, 1301, 1302, 1305, 2105, 2305, 2350, 3 hours, BIOL or CHEM 2312/2112, CHEM 1301, 1101, 1302, 2201, 2311, 2111, MATH 1310 or 1321, BIOL 3340, 3352, 3152, 4398 or 4399, and 14 hours upper level BIOL, CHEM, PBHL 3373, MATH 2330, PHIL 2312.

### **For the B.A. Biology – Environmental Track**

BIOL 1102, 1103, 1301, 1302, 1305, 2105, 2305, 2350, 3 hours, BIOL or CHEM 2312/2111, CHEM 1301, 1101, 1302, 1102, 2311, 2111, MATH 1310 or 1321, MATH 2330, PHIL 2312, BIOL 3340, 3342, 3142, 3352, 3152, 4398 or 4399, 11 hours upper level BIOL.

**For the B.S. Biology – Cellular Track**

BIOL 1102, 1103, 1301, 1302, 2105, 2107, 2305, 2350, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, MATH 2330, 2422, PHYS 1301, 1101 or 2325, 2125, PHYS 1302, 1102 or 2326, 2126, BIOL 3340, 3352, 3152, 4398 or 4399, and at least 14 hours upper level BIOL or PBHL 3373.

**For the B.S. Biology – Environmental Track**

BIOL 1102, 1103, 1301, 1302, 2105, 2107, 2305, 2350, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, MATH 2330, 2422, PHYS 1301, 1101 or 2325, 2125, PHYS 1302, 1102 or 2326, 2126, BIOL 3340, 3352, 3152, 4398 or 4399, and at least 11 hours upper level BIOL.

**For the B.S. Biology – Pre-Dental Track**

BIOL 1102, 1103, 1301, 1302, 2105, 2305, 2350, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 3305, 3105, MATH 1310, 1321, 2330, 2422, PHYS 1301, 1101 or 2325, 2125, PHYS 1302, 1102 or 2326, 2126, PSYC 1301, BIOL 3340, 3352, 3152, 4398 or 4399, and at least 11 hours upper level BIOL or PBHL 3373.

**For the B.S. Biology – Pre-Medical Track**

BIOL 1102, 1103, 1301, 1302, 2105, 2305, 2350, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 3305, 3105, MATH 1310, 1321, 2330, 2422, PHYS 1301, 1101 or 2325, 2125, PHYS 1302, 1102 or 2326, 2126, PSYC 1301, BIOL 3340, 3352, 3152, 4398 or 4399, and at least 11 hours upper level BIOL or PBHL 3373.

**For the B.S. Biology – Pre-Optometry Track**

BIOL 1102, 1103, 1301, 1302, 2105, 2305, 2350, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 3305, 3105, MATH 1310, 1321, 2330, 2422, PHYS 1301, 1101 or 2325, 2125, PHYS 1302, 1102 or 2326, 2126, PSYC 1301, BIOL 3340, 3352, 3152, 3314, 3114, and 3 hours from 4396, 4398 or 4399, and at least 7 hours upper level BIOL or PBHL 3373.

**For the B.S. Biology – Pre-Veterinary Track**

BIOL 1102, 1103, 1301, 1302, 2105, 2305, 2350, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 3305, COMM 2301, ENGL 1301, ENGL 1302, MATH 1310, 2330, PHYS 1301, 1101 or 2325, 2125, PHYS 1302, 1102 or 2326, 2126, BIOL 3340, 3314, 3314, 3331, 3352, 3152, 4398 or 4399, and at least 3 hours upper level BIOL.

Students seeking teacher certification in biology (BIOL) should consult the Teacher Education section of this catalog for specific course selection.

**1100. HUMAN BIOLOGY LAB**

Required concurrent lab for BIOL 1300. Lab Fee

**1101. INTRODUCTION TO ANATOMY AND PHYSIOLOGY**

This is a one-hour elective course designed to give students the background to successfully complete BIOL 2301 and 2101, 2302 and 2102, Anatomy and Physiology I and II. Students who should take this course include those with limited backgrounds in Biology or Chemistry, who have been out of school for an extended period of time, or who desire an overview of Anatomy and Physiology. Does not fulfill requirements for the biology major or fulfill natural science requirement in core.

## 1102. CONCEPTS OF BIOLOGICAL SCIENCE LABORATORY

This is a laboratory study of biology designed to provide students with basic knowledge and laboratory skills useful in modern biology.

## 1103. ORGANISMAL BIOLOGY LABORATORY

This course is a laboratory study of the diversity of organisms and their relationship to the environment.

## 1106. ENVIRONMENTAL SCIENCE LAB

Required concurrent lab for BIOL 1306.

## 1107. PRACTICAL RESEARCH EXPERIENCE – R

This course is a hands-on experience with the basics of scientific research. Students taking this course will participate in research teams helping upper-class students and faculty mentors with the execution of established research projects outside of the classroom. It provides an in-depth understanding of the materials and methods involved in one or more tracks of scientific research. Students may work on a single project or up to 3 projects throughout one semester. May be repeated.

## 1195. READINGS IN MEDICAL HUMANITIES

This course will introduce students to popular themes in medical humanities, to engage in intellectual discussions of science/health care concepts, and to improve reading and writing skills. Prerequisites: None.

## 1203. INTRODUCTION TO HEALTH SCIENCES

Provides description of health care professions, education and licensing requirements, employment trends and salary ranges for health related careers. Students will have exposure to the history and development of health care. Health care issues will be examined with an emphasis on ethics and cultural diversity. Students will acquire a thorough understanding of HIPAA regulations.

## 1270. TOPICS IN BIOLOGY

This course will explore a specific topic\* related to biology in a seminar style. Students will explore both the origins of scholarship on this topic as well as current events related to it. They will apply skills relevant to studying and communicating about this topic individually and in groups. They will explore the value of evidence-based perspectives in discourse and in decision-making, and relate to the topic to its evolutionary context.  
\*topic to be chosen by students, not by faculty.

## 1300. HUMAN BIOLOGY

This is a one semester study of biological principles particularly as they apply to humans. Does not fulfill requirements for the biology major. Students who already have credit for BIOL 1301 or BIOL 2301 and 2101 may not ordinarily receive credit for BIOL 1300.

### 1301. (1406) CONCEPTS OF BIOLOGICAL SCIENCE

This course is a conceptual approach designed to provide students with an organizing framework for understanding and further learning in biology.

### 1302. ORGANISMAL BIOLOGY

This course is a survey of diversity of life with emphasis upon structure, function, adaptations, and relationship of organisms to the environment.

### 1305. SCIENCE AND SOCIETY

This purpose of this course is to encourage all students to really think about science by using historical perspectives in science to examine our beliefs about the discipline today. Exploration of challenges stemming from evidence, technology, society, theology, and philosophy of the practice of science will be central. This course will advance scientific literacy, familiarize the student with major scientific issues facing society today, develop student appreciation of how science can inform policies, and explore present day ethical dilemmas in science and technology affecting the world.

### 1306. ENVIRONMENTAL SCIENCE

This course studies major issues arising from interface of society and environmental, natural sciences, with emphasis upon nature of scientific knowledge; its usefulness and limitations in decision-making and problem-solving. Intended for partial fulfillment of basic natural science distribution requirement.

### 2101. HUMAN ANATOMY AND PHYSIOLOGY I LAB

Required concurrent lab for BIOL 2301. Lab Fee

### 2102. HUMAN ANATOMY AND PHYSIOLOGY II LAB

Required concurrent lab for BIOL 2302. Lab Fee

### 2105. GENETICS LAB

Required concurrent lab for BIOL 2305. Lab Fee

### 2107. EXAMINING RESEARCH – R

This course is a journal club-style seminar focusing on the scope (including limitations) of scientific research through examination of published literature. Specifically students will address writing style, experimental design, how hypotheses are tested in the real world, presentation of results, and the types of conclusions that can be made. Different sections will have different themes. May be repeated.

### 2114. INTRODUCTION OF MICROBIOLOGY LABORATORY

Course provides basic microbiology lab skills and procedures, with emphasis on the growth, identification, and control of microbes of concern to healthcare professionals. Concurrent enrollment BIOL 2314. Lab Fee

## 2301. HUMAN ANATOMY AND PHYSIOLOGY I

Human Anatomy and Physiology is a two semester laboratory course in which the human body is studied systematically. The first semester includes study of organization of the body, cell transport, homeostasis, tissues, integument, skeletal system, muscular system and nervous system. Prerequisite: Concurrent enrollment in lab BIOL 2101.

## 2302. HUMAN ANATOMY AND PHYSIOLOGY II

Human Anatomy and Physiology is a two semester laboratory course in which the human body is studied systematically. This course includes study of the following systems: endocrine, respiratory, circulatory, immune, digestive, excretory, and reproductive. Prerequisite: Concurrent enrollment in lab BIOL 2102.

## 2305. GENETICS

This course covers classical and molecular genetics. Prerequisite: BIOL 1301 and 4 hours of biology or consent of the instructor. Concurrent enrollment in lab BIOL 2105.

## 2314. INTRODUCTION TO MICROBIOLOGY

A general study of microorganisms, their characteristics, isolation, growth, and importance in nature, particularly with regards to public health and human disease. The course describes principles of host-associated microbes, how humans acquire them, their functions and the terminology of ecological principles relevant to microbiomes (such as resilience, resistance, diversity and stability). The general content includes principles of evolution of microbial life and hosts, symbioses, ecology, pathogens, degradation of the human microbiota and restoration potential. This course is designed for majors in Public Health and Nursing. Concurrent enrollment in Introductory Microbiology laboratory. BIOL 2114.

## 2331. NUTRITION IN THE HEALTHCARE SYSTEM

The purpose of this course is to explore the various nutrients, their sources, digestion, absorption, metabolism, interaction, storage, and excretion. Emphasis is given to the role that nutrition plays in the healthcare delivery system.

## 2350. WRITING AND RESEARCH IN SCIENCE

This course examines the standards and styles for various kinds of writing about biology. The basic elements of biological research, its planning and reporting are included. Prerequisite: 8 hours of biology or consent of instructor.

## 2360. MEDICAL TERMINOLOGY

This is a course designed to build the science vocabulary; that is, to increase the number of words whose meaning can be recognized or derived and to learn to use scientific words correctly and effectively. This course concentrates on medical terms, but other science terms will be learned as well. The course focuses on the Latin and Greek elements in the English language in order to illustrate how words are built, how they are spelled, how they are used, and what they mean.



### **2370. TOPICS IN BIOLOGY**

This is an intensive study of a specific biological topic. May be repeated when topics vary. Prerequisites: Up to the discretion of instructor as topics vary.

### **3104. ADVANCED GENETICS LAB**

Required concurrent lab for BIOL 3304. Lab Fee

### **3106. ADVANCED PHYSIOLOGY LAB**

Required concurrent lab for BIOL 3306. Lab Fee

### **3108. ANIMAL BEHAVIOR LAB**

Required concurrent lab for BIOL 3308. Lab Fee

### **3114. GENERAL MICROBIOLOGY LAB**

Required concurrent lab for BIOL 3314. Lab Fee

### **3142. FIELD ECOLOGY – R LAB**

Required concurrent lab for BIOL 3342. Lab Fee

### **3144. BIOLOGY OF A MAJOR VERTEBRATE GROUP LAB**

Required concurrent lab for BIOL 3344. Lab Fee

### **3145. HERPETOLOGY LAB**

Herpetology covers the biology of amphibians and reptiles, with an emphasis on field identification. Prerequisites: BIOL 1302 or consent of instructor. Concurrent enrollment in lab BIOL 3145. Lab Fee

### **3146. MAMMALOLOGY LAB**

Mammalogy covers the biology of mammals, with an emphasis on field identification. Prerequisites: BIOL 1302 or consent of instructor. Concurrent enrollment in lab BIOL 3346. Lab Fee

### **3147. ORNITHOLOGY LAB**

Ornithology covers the biology of birds, with an emphasis on field identification. Prerequisites: BIOL 1302 or consent of instructor. Concurrent enrollment in lab BIOL 3347. Lab Fee

### **3148. GENERAL ENTOMOLOGY LABORATORY**

This is the laboratory that accompanies General Entomology. This course is a survey of the biology of insects, with an emphasis on biodiversity and evolution. In addition, aspects of behavior, ecology, morphology, and physiology will be covered. Laboratory will emphasize collection techniques, generalized insect morphology, identification of orders and families, and behavior. Prerequisites: BIOL 1302, or consent of instructor. Concurrent enrollment in BIOL 3348. Lab Fee

### 3151. MOLECULAR BIOLOGY LAB

Required concurrent lab for BIOL 3351. Lab Fee

### 3152. CELL BIOLOGY LAB

Required concurrent lab for BIOL 3352. Lab Fee

### 3155. INVERTEBRATE ZOOLOGY LABORATORY

This is the laboratory that accompanies BIOL 3355–Invertebrate Biology. This course is a survey of the biology of invertebrate animals, excluding insects, with an emphasis on biodiversity and evolution. In addition, aspects of behavior, ecology, morphology, and physiology will be covered. A laboratory for this course is being proposed separately that will emphasize collection techniques, generalized morphology, identification of phyla, classes and orders, and behavior. Prerequisites: BIOL 1302, or consent of instructor. Lab Fee

### 3170. TOPICS IN BIOLOGY LAB

Required concurrent lab for BIOL 3370. Lab Fee

### 3270. TOPICS IN BIOLOGY

This is an intensive study of a specific biological topic. May be repeated when topics vary. Prerequisite: Consent of instructor.

### 3304. ADVANCED GENETICS

This course covers current techniques in genetics and genomics and the social, ethical and legal issues surrounding genetic technology. Topics will include DNA sequencing technology, genome structure and evolution, genetics and disease, personal genomics and the human microbiome. Prerequisite: BIOL 2305 and 2105. Concurrent enrollment in lab BIOL 3104.

### 3306. ADVANCED PHYSIOLOGY

This is an advanced study of the physiology of human systems, including weekly laboratory session. This course is intended for students preparing for graduate or professional school in the health sciences. See EXSI 3306. Prerequisite: BIOL 2301 and 2101, 2302 and 2102 and Junior standing, or consent of instructor. Concurrent enrollment in lab BIOL 3106.

### 3307. RESEARCH DEVELOPMENT – R

This course includes experience with design, execution, leadership and presentation of scientific research. Students taking this course will participate in research teams helping under-class students and faculty mentors with execution of novel or established research projects outside of the classroom. Provides an in-depth, experiential learning approach to the justification, approach, analysis, preparation and dissemination of scientific research.

### 3308. ANIMAL BEHAVIOR

This course explores the evolutionary, morphological and motivational causes of behavior patterns in animals. Prerequisite: BIOL 1302 and 1103. Concurrent enrollment in lab BIOL 3108.

### 3310. PATHOPHYSIOLOGY

This course is designed to provide an in-depth study of the cellular and systemic physiology of pathology affecting the human body. Emphasis will be placed on conditions in which the body deviates from homeostasis. All organ systems and interrelationships between organ systems will be covered. The course will build on knowledge developed from Anatomy and Physiology I and II. Prerequisites: BIOL 2301, BIOL 2101, BIOL 2302, BIOL 2102.

### 3311. HUMAN IDENTIFICATION

This course introduces the field of forensic science through an exploration of its application to criminal investigation. This field encompasses many scientific areas which, if used properly, can make invaluable contributions to the resolution of social and legal disputes. In this course, medico-legal investigations involving human remains are discussed. Forensic recovery techniques, identification of decedents through skeletal and dental analysis, and reconstruction of the crime scene through analysis of trauma patterns will be explored. The course contains a travel study component, which will take place at the Texas State Forensic Anthropology Center. Students must take this course to participate in the three-day workshop held at Texas State. If a student fails to participate in the FTF course the final decision to travel will be the instructor. NOTE: This course has a required travel component with additional cost.

### 3314. GENERAL MICROBIOLOGY

This is a study of microorganisms as representative organisms. Application of basic biological concepts to the study of microorganisms, with emphasis on allied health topics. Prerequisite: 8 hours of biology or consent of instructor. Concurrent enrollment in lab BIOL 3114.

### 3331. PRINCIPLES OF ANIMAL NUTRITION

Examines the dietary requirements of both companion animals and livestock. Includes the nutritional roles of carbohydrates, proteins, lipids, minerals, vitamins, and water, as well as the anatomy, physiology, and biochemistry of the gastrointestinal system. Prerequisites: BIOL 1301 and BIOL 1302, CHEM 2311.

### 3340. EVOLUTIONARY BIOLOGY

This course is a study of the evidence supporting the common ancestry of life and the forces that shape organisms over time. Prerequisite: BIOL 2305, 2105 or consent of instructor.

### 3342. FIELD ECOLOGY – R

This course is a study of the interactions between living organisms and their environment. Prerequisite: BIOL 1302 or consent of instructor. Concurrent enrollment in lab BIOL 3142.

### **3343. CONSERVATION BIOLOGY**

This course concerns the principles and techniques of preserving threatened and endangered biological resources. Prerequisite: BIOL 1302 or consent of instructor (3-0).

### **3344. BIOLOGY OF MAJOR VERTEBRATE GROUP**

This course covers the biology of a major vertebrate group. May be repeated for credit when topics vary. Prerequisite: BIOL 1302 or consent of instructor. Concurrent enrollment in lab BIOL 3144.

### **3345. HERPETOLOGY**

Herpetology covers the biology of amphibians and reptiles, with an emphasis on field identification. Prerequisites: BIOL 1302 or consent of instructor. Concurrent enrollment in lab BIOL 3145.

### **3346. MAMMALOGY**

Mammalogy covers the biology of mammals, with an emphasis on field identification. Prerequisites: BIOL 1302 or consent of instructor. Concurrent enrollment in lab BIOL 3146.

### **3347. ORNITHOLOGY**

Ornithology covers the biology of birds, with an emphasis on field identification. Prerequisites: BIOL 1302 or consent of instructor. Concurrent enrollment in lab BIOL 3147.

### **3348. GENERAL ENTOMOLOGY**

This course is a survey of the biology of insects, with an emphasis on biodiversity and evolution. In addition, aspects of behavior, ecology, morphology, and physiology will be covered. A laboratory for this course is being proposed separately that will emphasize collection techniques, generalized insect morphology, identification of orders and families, and behavior. Prerequisites: BIOL 1302, or consent of instructor. Concurrent enrollment in BIOL 3148.

### **3351. MOLECULAR BIOLOGY**

This course is a study of the molecular basis of living organisms. Prerequisite: 8 hours of chemistry and BIOL 2305 and 2105 or consent of the instructor. Concurrent enrollment in lab BIOL 3151.

### **3352. CELL BIOLOGY**

This is a study of structure and function of cells as units of living matter. Prerequisite: BIOL 2305 and 2105 and CHEM 1302 and 1102. Concurrent enrollment in lab BIOL 3150.

### **3355. INVERTEBRATE ZOOLOGY**

This course is a survey of the biology of invertebrate animals, excluding insects, with an emphasis on biodiversity and evolution. In addition, aspects of behavior, ecology, morphology, and physiology will be covered. A laboratory for this course is being proposed separately that will emphasize collection techniques, generalized morphology, identifi-

cation of phyla, classes and orders, and behavior. Prerequisites: BIOL 1302, or consent of instructor.

### 3361. DEVELOPMENTAL BIOLOGY

This course aims to integrate organismal, cellular, genetic and molecular approaches to the study of animal development. We will analyze several topics including gametogenesis, fertilization, gastrulation, organogenesis, sex determination and developmental gene regulation in a variety of model organisms and systems. Prerequisite: BIOL 2105, 2305.

### 3370. TOPICS IN BIOLOGY

This is an intensive study of a specific biological topic. May be repeated when topics vary. Prerequisite: Consent of instructor. Concurrent enrollment in lab BIOL 3170.

### 3374. IMMUNOLOGY

This course will examine the structure and function of immune system components. Innate and adaptive immunity will be studied including Cytokines and The Complement System, B and T Cell Development, Major Histocompatibility Complex, Monoclonal Antibodies, Diagnostic and Research Methods, Vaccine Development, and Immune Disorders and Disease. Prerequisite: BIOL 2305, 2105.

### 3375. NEUROBIOLOGY

This course will present studies investigating the development and function of the nervous system. The goal is to understand the molecular and cellular processes that underlie the development, maintenance, and plasticity of neurons and synapses. Topics covered will include how neurons are generated, how neurons find their synaptic targets, how synapses are formed and modified to generate synaptic circuits, plasticity that underlies formation of memories, neurodegenerative disorders, and potential for regeneration. Prerequisite: BIOL 2305, 2105 or consent of the instructor.

### 3376. FUNDAMENTALS OF NEUROSCIENCE

This course will explore the structure and function of the nervous system of humans and other animals by examining the molecules, cells and circuits that are involved in directing behavior. We will build on this knowledge to explore how sensory systems acquire information about the environment and how different systems underlying learning and memory lead to decision making. Understanding the mechanisms by which our brains collect, process and act upon information is critical to understanding both ourselves and our world. In this course we will emphasize how the nervous system is built during development, how it changes with experience throughout life, how it functions in normal behavior, and how it is disrupted by injury and disease.

### 4195. READINGS IN POPULAR LITERATURE IN THE NATURAL SCIENCES

This is a study of specific popular book about natural science. Author will be invited for a seminar. Offered as circumstances permit. May be repeated when topics vary. Prerequisite: 8 hours of a natural science. Graded "S/U."

### 4396. PROFESSIONAL INTERNSHIP IN HEALTH SCIENCES

This course is a supervised field experience in health sciences which provides the opportunity for the student to apply prior learning to practical job experiences. Student will be able to learn about multiple disciplines in one health care setting. 135 hours required, 90 hours of which need to be in the practical internship. Prerequisite: Senior standing.

### 4398. INTERNSHIP IN BIOLOGY

This course involves learning biology in a work setting. Students are placed in a workplace and learn how biology is applied in that specific setting. 135 hours are required, 90 hours of which need to be in the practical internship.

### 4399. SENIOR PROJECT IN BIOLOGY – R

This is an independent investigation culminating in a written paper. May involve laboratory and library research.

## BUSINESS (BSAD)

Schreiner University offers a Bachelor of Business Administration (BBA) degree with majors in Accounting, Finance, Management, and Marketing. The Bachelor of Business Administration (BBA) degree focuses on ethical decision-making, leadership integrity, professionalism, critical thinking, research and analytical skills, and the interpersonal skills essential for careers in accounting, finance, information systems, management, and marketing.

Within the BBA degree, Schreiner University offers minors in Accounting, Finance, Management, and Marketing to business students. A minor in Business is also offered to non-business degree seeking students.

Schreiner also offers a Bachelor of Arts in Business. It is designed with a more general concentration in business related subjects.

The Master of Business Administration (MBA) degree is a program with an emphasis on Ethical Leadership, Quality, and Decision-Making. The Master of Business Administration (MBA) program is structured to enable graduates to succeed in the competitive global and technology driven business environment. The program involves rigorous problem solving assignments, extensive business writing, professional presentations, computer literacy, empirical research, business simulations, and team projects that mirror contemporary business environments.

Undergraduate students have an optional BBA degree track that will offer a new student the opportunity to earn a BBA degree and a MBA degree within a five year period from the time they are admitted to the University as a freshman. The program is a fully on-line program.

All BBA majors and the MBA consists of a combination of universal Business Administration courses (BSAD) and specific business discipline courses in Accounting (ACCT), Finance (FIN), Management (MGMT), and Marketing (MKTG).

The MBA in Ethical Leadership degree consists of the following courses: ACCT 5301, MGMT 5303, MGMT 5304, MKTG 5311, FIN 5312, MGMT 5321, MGMT 5322, MGMT 5323, BSAD 5324, IS 5331, BSAD 5332, MGMT 5341.

### 1301. INTRODUCTION TO BUSINESS

This is a study and survey of the functional areas of business with particular emphasis on the role of business in American society, various dimensions of business, business careers, and techniques of analysis used in business. The course introduces the importance of ethics, leadership integrity, and professionalism. Course may include simulation or gaming exercises.

### 1331. PROFESSIONAL SKILLS

This course provides students with fundamental skills and concepts that will be useful for them as students and will enhance their professional capabilities after graduation. The course provides instruction in the use of MS Excel for computations and problem solving. The curriculum also includes time management, information sourcing, effective written and oral communication, including APA style formatting and citation, teamwork, leadership, value, the importance of character, accounting tools, and personal financial management.

### 2331. ECONOMICS

This course examines fundamental concepts of macro and micro economics that includes supply and demand, prices and unemployment, fiscal and monetary policies, competition, consumer behavior and regulations.

### 3311. BUSINESS ORGANIZATIONS AND LEGAL INSTRUMENTS

This course examines business forms, including agency, partnership, and corporations. Also covered are the law of sales, commercial paper, creditors' rights, and secured transactions.

### 4321. BUSINESS RESEARCH – R

This is a study of research principles and tools that are typically used in business to efficiently and effectively plan, collect, organize, and assimilate information in order to make informed business decisions. Students are exposed to the methods of design for quantitative, qualitative, and mixed-methods of research. Students will fully develop a business research proposal during the course. Prerequisites: ACCT 2301, MKTG 2340, MGMT 2341, FIN 2342, MATH 2330.

### 4331. BUSINESS STRATEGIES

This course focuses on the analysis of the firm's internal and external environments in order to achieve competitive advantage and earn above-average returns. Students explore business and corporate-level strategies, competitive rivalry, acquisitions and restructuring, alliances, corporate governance, organizational structure and controls, international strategy, entrepreneurial attitude in competitive planning, and strategic change through leadership. Students will engage in teams in the Capstone online business simulation where they will manage a technology company over a simulated 8-year period and compete against other 4-year university teams from around the world. Prerequisites: ACCT 2301, BSAD 2331, MKTG 2340, MGMT 2341, and FIN 2342.

## 4342. ENTREPRENEURSHIP

This course addresses the identification and analysis of entrepreneurial opportunities, development of business plans, and issues unique to new business startups. The course focus will be on managing small businesses with special emphasis on marketing and financial management. Prerequisites: ACCT 2301, BSAD 2331, MKTG 2340, MGMT 2341, and FIN 2342.

## 4351. QUANTITATIVE METHODS IN BUSINESS

This course is designed to provide students a foundation in the analytical decision making practices in business organizations. Students will learn to solve business problems through computer modeling techniques. Topics include: decision analysis, decision trees, linear programming, optimization, sensitivity analysis, estimation and forecasting, inventory control models, queuing models, PERT/CPM, transportation, transshipment and assignment. Extensive application of computer assisted analysis and modeling is included. The major field exam in Business is required in this course. Prerequisites: BSAD 1331, MATH 1311, and MATH 2330.

## 5306. FOUNDATIONS OF BUSINESS DISCIPLINES

This course provides provisionally admitted MBA students with the foundations in two key business disciplines, financial accounting and marketing, required to be successful in the MBA program. It is intended for provisionally admitted MBA students who have not earned undergraduate degrees in business or business-related disciplines. The course can also apply to students who are admitted under provisional status with GPAs less than 3.0. The MBA selection panel may wave all or portions of the content requirement depending on the student's transcripts, background and experience. Prerequisites: Admission to the MBA program under provisional status.

## 5307. FOUNDATIONS OF BUSINESS ETHICS AND SCHOLARLY WRITING

This course provides provisionally admitted MBA students with the foundation in business ethics and scholarly writing in the APA style format designed to be successful in the MBA program. It is intended for provisionally admitted MBA students who do not have earned undergraduate degrees in business or business-related disciplines. The course can also apply to students who are admitted under provisional status with GPAs less than 3.0. The MBA selection panel may wave all or portions of the content requirement depending on the student's transcripts, background and experience. Prerequisites: Admission to the MBA program under Provisional status.

## 5324. BUSINESS INTEGRITY

This course examines business ethics from both an organizational and managerial perspective. Specifically, students focus on the application and evaluation of scholarly articles and cases in order to better understand that different individuals view the same set of facts through different ethical lenses or perspectives. An assessment tool is employed in the course and designed to help students understand what core values influence their choices when no rule tells them exactly what to do. Prerequisite: Admission to M.B.A. program.



## 5332. BUSINESS LAW FOR MANAGERS

An introduction to the study of law as it relates to the field of business from a managerial perspective. The MBA student will progress through the topics of the legal system and the environment of business organizations, classification of business entities, contracts (focusing on the concepts of offer, acceptance, consideration, consent, capacity to contract, illegality, and the requirements of a written agreement), the Uniform Commercial Code (particularly as it relates to sales and secured financing), real property (including landlord and tenant issues), personal property (including insurance, bailments, and leases), agency, employment law, debtor-creditor relations, bankruptcy, alternative dispute resolution (overview of the court systems, negotiation, mediation and arbitration), and a study of the legal aspects and implications of ethical conduct and leadership integrity in business. Prerequisite: Admission to the MBA program.

## CHEMISTRY (CHEM)

Schreiner University offers courses leading to a Bachelor of Arts (B.A.) degree and a Bachelor of Science (B.S.) degree with a major in Chemistry.

The chemistry program is committed to the liberal arts tradition with emphasis upon chemistry as an area of free inquiry. Students are not expected simply to master current chemistry knowledge. Rather, they are encouraged to understand chemistry as a dynamic body of knowledge. Methods of producing new knowledge and using concepts to further understanding are two major goals of the program.

A student with a B.A. degree in chemistry with additional work in biology will meet all the requirements for medical, dental, veterinary and pharmacy schools. A student with a B.S. degree in chemistry will be highly employable with a bachelors degree. Those students wishing to pursue graduate studies in chemistry are encouraged to follow the B.S. degree plan. The chemistry program includes courses and experiences that will give the student a wide variety of laboratory techniques that are essential for further investigations either in education or industry.

### **For the B.A. Chemistry – Biochemistry Track**

BIOL 1301, 2305, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 2350, MATH 2230, CHEM 3301, 3101, 3305, 3105, 3306, 3106, 3350, 4398 or 4399 and 6 hours upper level BIOL or CHEM.

### **For the B.A. Chemistry – Integrative Track**

CHEM 1301, 1101, 1302, 2311, 2111, 2312, 2112, 2350, MATH 2330, 2422, PHYS 1301/1101 or 2325/2125, 3301, 3101, 3302, 3102, 3303, 3103, 3307, 3107, 3350, 4398 or 4399 and 6 hours upper level CHEM.

### **For the B.S. Chemistry – Biochemistry Track**

BIOL 1301, 2305, 2105, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 2350, MATH 2330, 2422, 2423, PHYS 1301/1101 or 2325/2125, BIOL 3351/3151 or 3352/3152, CHEM 3301, 3101, 3302, 3301, 3303, 3103, 3305, 3105, 3306, 3106, 3350, 4398 or 4399.

**For the B.S. Chemistry – Integrative Track**

CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 2350, MATH 2330, 2422, 2423, PHYS 2325, 2125, 2326, 2126, CHEM 3301, 3101, 3302, 3102, 3303, 3103, 3304, 3104, 3307, 3107, 3350, 4398 or 4399, MATH 3425.

**For the B.S. Chemistry – Pre-Dental Track**

BIOL 1102, 1103, 1301, 1302, 2105, 2305, 2350, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 3301, 3101, 3302, 3102, 3303, 3103, 3305, 3105, 3306, 3106, 3350, 4398 or 4399, MATH 1310, 1321, 2330, 2422, PHYS 1301, 1101, 1302, 1102, PSYC 1301.

**For the B.S. Chemistry – Pre-Medical Track**

BIOL 1102, 1103, 1301, 1302, 2105, 2305, 2350, CHEM 1301, 1101, 1302, 1102, 2311, 2111, 2312, 2112, 3301, 3101, 3302, 3102, 3303, 3103, 3305, 3105, 3306, 3106, 3350, 4398 or 4399, MATH 1310, 1321, 2330, 2422, PHYS 1301, 1101, 1302, 1102, PSYC 1301.

Students seeking teacher certification in Chemistry (CHEM) should consult the Teacher Education section of this catalog for specific course selection.

**1101. GENERAL CHEMISTRY I LAB**

This course is the laboratory study of chemistry designed to provide students with basic knowledge and laboratory skills used in chemistry. Prerequisite(s): Concurrent registration in CHEM 1301, or credit for CHEM 1301, or consent of instructor. Lab Fee

**1102. GENERAL CHEMISTRY II LAB**

This course is the laboratory study of chemistry designed to provide students with basic knowledge and laboratory skills used in chemistry. Prerequisite(s): Concurrent registration in CHEM 1302, or credit for CHEM 1302, or consent of instructor. Lab Fee

**1103. INTRODUCTORY CHEMISTRY LAB**

This course is the laboratory study of chemistry designed to provide students with basic knowledge and laboratory skills used in introductory chemistry. (Lab fee applies) Prerequisite(s): Concurrent registration in CHEM 1303, or credit for CHEM 1303, or consent of instructor.

**1301. GENERAL CHEMISTRY I**

This course is designed for students preparing for careers in science, engineering, and medical fields. Atomic theory, stoichiometry, bonding, periodic classification, states of matter, and problem solving are emphasized. Prerequisite(s): 2 years of high school algebra, MATH 1310 or concurrent enrollment in MATH 1310.

**1302. GENERAL CHEMISTRY II**

This is a continuation of CHEM 1301. Subjects included are: solutions, colloids, thermodynamics, chemical kinetics, chemical equilibrium, electrochemistry, descriptive inorganic chemistry, organic chemistry and nuclear chemistry. Prerequisite: Completion of CHEM 1301 or equivalent with a grade of "C" or better.

### **1303. INTRODUCTORY CHEMISTRY**

This is a basic chemistry course for non-science majors. Emphasis is on allied health topics. Prerequisite: C or better in MATH 1310 or concurrent enrollment in MATH 1321 or consent of instructor. Concurrent enrollment in lab CHEM 1103.

### **2111. ORGANIC CHEMISTRY I LAB**

Required concurrent lab for CHEM 2311. Lab Fee

### **2112. ORGANIC CHEMISTRY II LAB**

Required concurrent lab for CHEM 2312. Lab Fee

### **2311. ORGANIC CHEMISTRY I**

This is designed for students preparing for careers in chemistry, biology, chemical engineering, medicine, dentistry, and pharmacy. Main topics are bonding, classification, theory of mechanism, aliphatics, aromatics, and stereochemistry. Prerequisite: Completion of CHEM 1102, 1302 with a grade of "C" or better. Concurrent enrollment in lab CHEM 2111.

### **2312. ORGANIC CHEMISTRY II**

A continuation of CHEM 2311, topics include nuclear magnetic resonance, infrared spectroscopy, halides, organometallics, alcohols, phenols, ethers, aldehydes, ketones, carboxylic acids and derivatives, amines, carbohydrates, lipids, and proteins. Prerequisite: Completion of CHEM 2311 and 2111 with a grade of "C" or better. Concurrent enrollment in lab CHEM 2112.

### **2350. WRITING AND RESEARCH – CHEMISTRY FOCUS**

This course examines the standards and styles for various kinds of writing about chemistry and bio-chemistry. The basic elements of chemical and biochemical research, its planning and reporting are included. Prerequisite(s): CHEM 1301 or 1303.

### **3101. QUANTITATIVE METHODS LAB**

Required concurrent lab for CHEM 3301. Lab Fee

### **3102. INSTRUMENTAL ANALYSIS LAB**

Required concurrent lab for CHEM 3302. Lab Fee

### **3103. THERMODYNAMICS LAB**

Required concurrent lab for CHEM 3303. Lab Fee

### **3104. QUANTUM MECHANICS LAB**

Required concurrent lab for CHEM 3304. Lab Fee

### **3105. BIOCHEMISTRY I LAB**

Required concurrent lab for CHEM 3305. Lab Fee

### 3106. BIOCHEMISTRY II LAB

Required concurrent lab for CHEM 3306. Lab Fee

### 3107. INORGANIC CHEMISTRY LAB

Required concurrent lab for CHEM 3307. Lab Fee

### 3270. TOPICS IN CHEMISTRY

This is an intensive study of a specific topic in chemistry. May be repeated when topics vary. Prerequisite: Consent of instructor.

### 3301. QUANTITATIVE METHODS

This course is a study of wet chemistry methods to determine the amount of chemical species in a sample. Gravimetric and volumetric analysis is combined with statistical data to determine the sample identity and quantity. As equilibrium is of utmost importance to the understanding of volumetric analysis, it is pursued vigorously. Prerequisite: CHEM 1302/1102 with a "C" or better. Concurrent enrollment in lab CHEM 3101.

### 3302. INSTRUMENTAL ANALYSIS

This course is a study of instrumental methods to determine the amount of chemical species in a sample. Electronics are the basis of instrumentation and are used to understand the flux of information from sample to end-user. Gas Chromatography, Liquid Chromatography, Mass Spectrometry, Spectroscopy techniques (UV, IR, Absorption, and Emission) and Nuclear Magnetic Resonance are surveyed at both the atomic and molecular level. Prerequisite: CHEM 1302/1102 with a "C" or better. Concurrent enrollment in lab CHEM 3102.

### 3303. THERMODYNAMICS

This course is a study of thermodynamic properties of gasses, liquids, and solids with emphasis on chemical energy production and usage. Prerequisite: CHEM 1302/1102 with a "C" or better. Concurrent enrollment in CHEM 3103.

### 3304. QUANTUM MECHANICS

This course is a study of quantum mechanics and the implications it has on chemistry. Wave functions, quantum numbers, electronic structure of atoms, and bonding theory are presented and incorporated into spectroscopic determination of both atomic and molecular species. Prerequisite: CHEM 1302/1102 and MATH 2422 with a "C" or better. Concurrent enrollment in lab CHEM 3104.

### 3305. BIOCHEMISTRY I

This is the study of the state of the structure and function of biologically significant molecules; enzymology, metabolism, biosynthesis of macromolecules, bioenergetics, molecular biology. Prerequisite: CHEM 2312/2112 with a grade of "C" or better. Concurrent enrollment in lab CHEM 3105.

### 3306. BIOCHEMISTRY II

This is a continuation of CHEM 3305, the study of protein, carbohydrate, and fat metabolism and their interrelationship. Prerequisite: CHEM 3305 and 3105 with a grade of “C” or better. (3-3)

### 3307. INORGANIC CHEMISTRY

This is the study of the basic concepts and theories of inorganic chemistry and how these are used to predict and understand the physical and chemical properties of compounds of the elements other than carbon. Inorganic compounds in the air, water, earth, and in the laboratory will be studied. Prerequisite: Completion of CHEM 1102, 1302 with a grade of “C” or better. Concurrent enrollment in lab CHEM 3107.

### 3350. INTRODUCTION TO CHEMICAL RESEARCH – R

Student research is allied with the instructor’s research. The student, in consultation with the instructor, will select a research problem, review the pertinent literature, collect and analyze data, and compose a paper. Graded “S/U.” Prerequisite: Consent of instructor.

### 3370. TOPICS IN CHEMISTRY

This is an intensive study of a specific topic in chemistry. May be repeated when topics vary. Prerequisite: Consent of instructor.

### 4195. READINGS IN POPULAR LITERATURE IN THE NATURAL SCIENCES

This is a study of a specific popular book about natural science. Author will be invited for a seminar. Offered as circumstances permit. May be repeated when topics vary. Prerequisite: 8 hours of a natural science. Graded “S/U.”

### 4398. INTERNSHIP IN CHEMISTRY – R

This is supervised field study or employment which provides the opportunity for the student to apply prior learning to practical laboratory situations. 135 hours are required, 90 hours of which need to be in the practical internship. Prerequisite: Senior standing.

### 4399. SENIOR PROJECT IN CHEMISTRY – R

This course is designed to introduce the student to current literature, laboratory techniques, and writing skills in chemistry. Prerequisite: Senior standing.

## CHINESE (CHIN)

### 1401. ELEMENTARY CHINESE I

This is an introductory course which focuses upon basic reading, writing, listening and speaking of Mandarin Chinese. Significant aspects of Chinese cultures are also addressed. This course is the first in a sequence of introductory Chinese courses.

## 1402. ELEMENTARY CHINESE II

This course, a continuation of CHIN 1401, expands language proficiency skills in reading, writing, listening and speaking Mandarin Chinese. It also emphasizes communicative language proficiency with survival topics. Prerequisite: CHIN 1401.

## 2303. INTERMEDIATE CHINESE I

This course helps students to become more proficient in reading, writing, listening and speaking Mandarin Chinese while gaining a deeper understanding of the Chinese culture. Course conducted mainly in Chinese.

## 2304. INTERMEDIATE CHINESE II

This course provides a wider variety of topics presented in Chinese to enhance overall language proficiency. Course conducted primarily in Chinese. Prerequisite: CHIN 2303.

# COMMUNICATION (COMM)

Schreiner University offers courses leading to the Bachelor of Arts degree with a major in Communication Studies in three tracks of study: Communications, Strategic Communication, and Media Communication. The program provides students the opportunity to understand how messages are produced across multiple contexts, the factors (whether relational or cultural) that influence their creation, and the importance of the information and electronic era in communication practices and processes. Students graduating with a Communication degree will be able to transform theoretical and conceptual knowledge of the field into practical solutions for themselves or institutions seeking to connect with people via face-to-face or mediated interactions.

This multidisciplinary major emphasizes a strong liberal arts curriculum. It is designed primarily for students preparing to enter careers in law, journalism, management, social media practitioners, public affairs, filmmaking, event planning, customer care, social services, and government-oriented roles.

A **Communication Major** consists of 36 hours including the following foundational courses: COMM 2301, COMM 2320, COMM 3310, COMM 3350, COMM 3351, COMM 4340, 4397-4398.

A **Minor in Communication** consists of COMM 2301, 2320, 4340 and 9 hours of upper level COMM courses.

## 2301. PUBLIC SPEAKING

Oral communication and presentation skills are consistently identified by employers as top skills they look for in college graduates. This introductory course provides an overview of effective communication and presentation skills and examines the key components of communication in personal and professional settings, across various professional and personal contexts. Students will develop skills in researching current topics, identifying credible sources to explain their ideas and reasoning, organizing ideas, recognizing reasoning fallacies to develop sound arguments, and practices to reduce anxiety about public speaking.

## 2320. INTRODUCTION TO COMMUNICATION STUDIES

This course introduces students to the fundamental principles of communication and how they impact our everyday lives. Students will be introduced to communication concepts as they apply to forming and maintaining interpersonal and romantic relationships, managing conflict at work and at home, communicating nonverbally and verbally, communicating with families and in other small groups, and using communication in sport settings and interactions. Additionally, students will learn how messages can persuade and motivate others to change their actions, values, or behaviors and about how mass media communication shape our society while also being shaped by society.

## 2322. TEAMWORK

This course introduces students to the foundations of effective teamwork with an emphasis on communication, team coaching, and team-building practices. Students explore how teams form, develop, and collaborate through clear communication, shared goals, and coordinated action. Topics include team roles, collaborative problem, solving, motivation, conflict management, decision-making, trust building, and the dynamics that influence team performance.

Students also learn practical tools from team coaching and facilitation, including how to guide conversations, support team cohesion, and create environments that enhance participation and accountability. Through experiential activities, assessments, and applied projects, students practice the skills needed to contribute to and lead teams in professional, academic, and community settings. Prerequisite: COMM 2320.

## 3120. COMMUNICATION PRACTICUM: EVENT PLANNING

This is an experiential course for students who are interested in event planning. Students will gain skills executing a variety of types of events, from promotion to hosting small and/or large events – most which are set to take place at Schreiner University. Students will develop organization and communication skills needed in this field and will complete an after-event reflection. Course may be repeated for credit.

## 3128. COMMUNICATION PRACTICUM: RADIO BROADCASTING

This is an experiential course for students who are interested in communication-related opportunities in radio. Students will take part in practical tasks and assignments associated with the radio industry. These may include producing programs and content, participate and deliver live sessions, and/or building relations with radio audiences through social media and sales. Course may be repeated for credit. Prerequisite (if any): None.

## 3310. INTERPERSONAL COMMUNICATION

This course will address the theories and application of interpersonal and relational communication. Students in this course will be introduced to the key concepts of interpersonal and relational communication including self-esteem, identity, assertiveness, active listening, relational development and maintenance, and issues of conflict in power in relationships. Students will use theories and concepts to understand relationships at home, school, and in the workplace and will learn strategies for constructing healthy relationships. Prerequisite: Sophomore standing or consent of the instructor.

### 3312. PUBLIC RELATIONS

This course introduces students to the principles, roles, and practices of Public Relations in modern organizations. Students learn how organizations build relationships with key stakeholders, manage their reputation, and communicate effectively across traditional and digital media. Topics include stakeholder mapping, PR planning, research and audience analysis, strategic planning, message design, media relations, crisis response, and the development of communication materials such as press releases, briefs, pitches, and social media content.

Throughout the course, students practice working with different stakeholder groups such as customers, employees, community members, partners, and the media using clear, consistent, and purposeful communication. Through case studies and applied projects, students gain practical experience in designing strategies that align organizational goals with stakeholder needs and expectations. communication. Through case studies and applied projects, students gain practical experience in designing strategies that align organizational goals with stakeholder needs and expectations. Prerequisite: None

### 3320. CULTURE AND COMMUNICATION

This course will explore the ways in which culture manifests in social relations and interactions. We will specifically examine how culture, derived from gender, religion, and/or ethnic groups, shapes our experiences, identities, and practices. The goal of this course is therefore to build inter-cultural competencies through discussions of the role of culture in (re)defining difference and discourse in everyday life. Prerequisite: Sophomore standing or instructor consent.

### 3323. NEW MEDIA COMMUNICATION AND DESIGN

This course will focus on the ways in which various aspects of communication are continually influenced and redefined by information and digital technologies. Class discussions will center on what is “new in new media, as well as the challenges and affordances of emerging communication technologies, and students will gain hands-on experience with existing mediated environments by creating context-specific media. Prerequisite: Sophomore standing or consent of instructor.

### 3324. MASS COMMUNICATION

This course examines the origins and developments of print, electronic, and digital media, and how they influence and are influenced by our society. Students will take a closer look at the structural factors (e.g. linguistic, political, social, economic) that shape media industries such as television and film, video games, social media, magazines, and news, as well as the content that drives audiences to consume them. By understanding how individuals and social groups interact with media products, and the ethics and issues in these relationships, students are able to become conscious media consumers.

### 3325. SOCIAL MEDIA: STRATEGIES AND APPLICATIONS

Social media platforms have become essential tools for communicating and building relationships. More and more, organizations are using them to find and connect with publics, audiences, and consumers. This course will teach students to develop professional digital skills and see social media uses beyond personal needs by learning about best practices, applying communication theories through hands-on projects, and completing



online certifications. Students will take supplementary coursework and certification exams through Hootsuite (Social Media Platform). Prerequisites (if any): Sophomore standing or permission of instructor.

### 3326. COMMUNICATION ETHICS

This course introduces students to the basic ideas and questions of communication ethics. Students explore three main ethical lenses, duty-based, consequence-based, and virtue-based and learn how these perspectives help guide responsible communication.

The course applies these ideas to three areas of communication:

- Interpersonal, everyday interactions and personal decision-making
- Organizational, communication within groups, teams, and workplaces
- Media, messages shared through news, digital platforms, and public communication

Through class activities, discussions, and case examples, students learn to recognize ethical challenges, compare options, and make thoughtful choices in different communication situations. Prerequisite: Sophomore standing or permission of the instructor

### 3327. VIDEO REPORTING

Students will learn how to gather and process information in a comprehensive, critical, and ethical manner by producing news stories and documentaries. In so doing, students will gain media literacy and production skills about information-rich media such as documentary filmmaking and journalism. Emphasis will be given to non-fiction storytelling techniques like interviewing, visual evidence, and modes of representing social reality onscreen. Prerequisites: COMM 2301.

### 3340. NONVERBAL COMMUNICATION

This course explores nonverbal communication of relational messages like affection, hate and power in the regulation of social interaction. The study includes traditional topics of chronemics, haptics, kinesics, proxemics, territoriality, paralanguage and issues of coding and decoding. Prerequisite: Sophomore standing or instructor consent.

### 3350. PERSUASION

This course will focus on a variety of social-scientific and humanistic approaches to persuasion at the interpersonal, group, and mass communication levels. In addition to examining the psychological and logical processes underlying the creation and reception of persuasive messages, we will cover the impact of cultural myths and premises, new media technologies, and social movements. The topics and content will make it a useful option to non-communication majors as well (e.g., Business, Marketing, Advertising, Humanities, and Psychology). Prerequisite: Sophomore standing or instructor consent.

### 3351. RESEARCH METHODS IN COMMUNICATION

Students will become familiar with various research methods in the study studying of communication. Students will learn how to develop and organize a literature review, formulate research questions and/or hypothesis, and become familiar with various research strategies from interpretive and objective perspectives. Students will carry out a communication research project employing a quantitative and/or qualitative research approach. Prerequisite: Sophomore standing or instructor consent.

### 3380. DIRECTED STUDY IN COMMUNICATION

This course explores discipline topics not previously offered in current Communication Studies classes or to substitute required classes that fall outside their scheduled rotation. This course must be approved by a supervising instructor and the registrar and may be repeated when topics vary. Prerequisites: Junior standing or consent of instructor.

### 4310. COMMUNICATION AND CONFLICT – R

This course examines theoretical perspectives for managing communication conflict and practical application of conflict theory and research. Prerequisites: Junior standing or consent of the instructor.

### 4311. EVENT PLANNING

This course introduces students to the fundamentals of planning, organizing, and managing events in a variety of settings, including business, nonprofit, educational, and community environments. Students learn the full event planning process, from idea development and goal setting to logistics, budgeting, scheduling, marketing, and on-site coordination.

Topics include stakeholder analysis, venue selection, vendor management, risk assessment, program design, audience engagement, and post-event evaluation. Students practice creating event proposals, timelines, floor plans, communication plans, and promotional materials.

Through case studies and hands-on projects, students gain practical experience designing events that meet organizational goals and address the needs of participants, partners, and stakeholders. By the end of the course, students will understand how to plan and execute events that are organized, purposeful, and aligned with strategic objectives, meet organizational goals and address the needs of participants, partners, and stakeholders. By the end of the course, students will understand how to plan and execute events that are organized, purposeful, and aligned with strategic objectives. Prerequisite: None

### 4328. NARRATIVE VIDEO PRODUCTION

This course examines the principles, terms, and concepts of narrative video production from a fiction standpoint. Students will go through the production process, from writing a script to screening their work. Emphasis will be placed on the relationship between storytelling and cinematic style, or how images and audio come together to communicate a message. Editing and shooting projects will make use of digital tools and platforms. Ideally, students should come with basic knowledge of photography and some foundation in communication. Prerequisites: Any of these courses: COMM 2320, ART 2310 (photography) or ART 2330 (digital photography), or consent of instructor.

### 4340. THEORIES IN COMMUNICATION

This course covers foundational and contemporary theories that explain communication as a social and cultural process. Students will be exposed to a breadth of communication theories, both grand and narrow in scope, that offer a framework to explain and study face-to-face interactions, media engagement, as well as the role of symbols and culture in shaping communication practices. Therefore, as students understand how theories shape how we make judgments and decisions about reality, they are too becoming practitioners of communication. Prerequisites: COMM 2301, COMM 2320.

### 4350. HEALTH COMMUNICATION

This course is designed to investigate and explore the communication processes, ethics, theory, and research on health communication. This course will familiarize students with health communication in a variety of contexts including, patient-centered interactions, social support surrounding health issues, health campaigns, and risk and crisis communication. Students will consider various delivery methods of health communication including technology, media, and e-Health. By the end of this course students should be able to apply theory to different levels of health communication including interpersonal, organizational, and public health campaigns to identify strategies for constructing positive health-related communication. Prerequisite: Sophomore standing or instructor consent.

### 4370. TOPICS IN COMMUNICATION

This course will focus on various topics in the field of Communication Studies. Possible topics include: Political Communication, Organizational Communication, Health Communication, Interpersonal Communication, Critical Media Discourse and the Public Sphere, Mass Media and Society, Religion and the Media, Environmental Communication, etc. Topics will vary, and the course may be repeated when topics vary. Prerequisite: COMM 2320 or consent of instructor.

### 4397. SENIOR CAPSTONE IN COMMUNICATION

This is a required capstone course for communication studies majors. Students will prepare for post-graduation by learning about potential employment and graduate school opportunities and preparing for those opportunities. The course will focus on synthesizing communication practices, processes, contexts theories and research. Prerequisites: Senior standing, communication studies major expected to graduate at the end of the current or subsequent semester.

### 4398. INTERNSHIP IN COMMUNICATION STUDIES

This capstone option offers students supervised field employment in an organized setting, with an emphasis on applying communication skills in a real-world environment. Prerequisite: Senior status, or consent of instructor.

## COMMUNICATION DISORDERS (SPLH)

### 1301. INTRODUCTION TO COMMUNICATION DISORDERS

This is an introductory course to the Professions of Speech Language Pathology and Audiology. The course includes the historical aspects of speech and hearing science and the development of the field. In addition, a brief overview of speech and hearing anatomy, language disorders, fluency disorders, articulation disorders, voice disorders, cleft lip and palate, hearing disorders and aural rehabilitation will be covered. The study of these disorders includes incidence/prevalence, characteristics, causes, cultural and linguistic variations, and the impact of the disorder on the individual and society. Prerequisites: None.

### **3301. LANGUAGE DEVELOPMENT**

This course is an introduction to the development of language from birth through school age. The course provides a brief introduction to prelinguistic development, theoretical models of language acquisition and cultural differences. Introduction to language concepts including syntax, morphology, semantics, phonology and pragmatics and their development in children are addressed. Prerequisites: None.

### **3302. PHONETICS**

This course is an introduction to the scientific study of speech sounds used in the production of American English, including its dialectal variants. The course emphasis is placed on learning (1) the International Phonetic Alphabet, a fundamental transcription tool that uses a set of symbols, (2) the physiological processes underlying that set of symbols, and (3) the transcription skills necessary to transcribe typical and disordered speech with the goal to develop speed and accuracy. Prerequisites: None.

### **3303. AUDIOLOGY**

Study of the anatomy and physiology of the auditory system; relation of acoustics to normal and pathological auditory function; administration and analysis of basic audiological tests. Prerequisites: Admission to the Communication Disorders Program.

### **3304. ANATOMY AND PHYSIOLOGY FOR SPEECH AND LANGUAGE**

Study of the structure and function of the speech production system with emphasis on physical problems in speech, language, and hearing. Prerequisites: Admission to the Communication Disorders Program.

### **3305. LANGUAGE DISORDERS AND INTERVENTIONS**

Survey of the etiologies, diagnoses, treatments and prognoses of language disorders. Prerequisites: Admission into the Communication Disorders Program and successful completion (C or better) of Language Development.

### **3306. ARTICULATIONS AND PHONOLOGICAL DISORDER AND INTERVENTION**

This course is an introduction to speech sound disorders, consisting of review of how speech sounds are produced and review of the International Phonetic Alphabet. The course introduces typical and disordered speech including assessment and diagnosis of speech sound disorders. Students will be introduced to a variety of models for diagnosis of speech sound disorders, along with exploring various treatment methods including input, output, and phonological approaches to remediate speech sound disorders. Prerequisites: None.

### **3307. AURAL HABILITATION**

Principles and procedures in the habilitation and rehabilitation in children and adults; includes study of educational audiology and assistive listening devices. Prerequisites: Admission into the Communication Disorders Program and successful completion (C or better) of Audiology course.

#### 4301. NEURAL BASES OF COMMUNICATION

Study of neuroscience and its application to aspects of normal and disordered communication. Prerequisites: Admission to the Communication Disorders Program and successful completion (C or better) of Anatomy and Physiology for Speech and Language course.

#### 4302. COMMUNICATION DISORDERS IN CHILDREN

Assessment and intervention of language, articulation and phonological disorders in preschool children. Prerequisites: Admission to the Communication Disorders Program and successful completion (C or better) in Language Development course, Phonetics course and Audiology course.

#### 4303. DIAGNOSTICS

Overview of general procedures in diagnosis in communication disorders. Prerequisites: Admission to the Communication Disorders Program and successful completion (C or better) of Language Development course, Phonetics course and Audiology course.

#### 4304. SPEECH AND HEARING SCIENCE

Study of the physical properties of sound, sound measurement, basic auditory function, acoustic and physiological phonetics and the perception of speech. Prerequisites: Admission to the Communication Disorders Program and successful completion (C or better) of Audiology course.

#### 4305. CLINICAL METHODS FOR SPEECH LANGUAGE AND HEARING

Survey of the clinical methods in speech-language pathology, including target behaviors, treatment methods and controlling and maintaining target behaviors. Prerequisites: Admission into the Communication Disorders Program and successful completion (C or better) of Articulation and Phonological Disorders and intervention course and Communication Disorders in Children course.

#### 4306. CLINICAL PRACTICUM FOR SPEECH LANGUAGE AND HEARING

This course is a field experience in health sciences, under the supervision of an ASHA certified Speech Language Pathologist, which provides the opportunity for the student to apply prior learning to practical job experiences. 135 hours are required, 90 of which need to be in the practical internship. 25 of these hours count towards the clinical observation hours required by the State of Texas and ASHA. Additionally, a reflective paper and class presentation is required. Prerequisite: Senior standing, successful completion (C or better) in SPLH 3306 and SPLH 4302.

# COMPUTER INFORMATION TECHNOLOGY (CIT)

## 5331. MANAGING INFORMATION SYSTEMS

This course explores the strategic applications of information systems from an organizational perspective. The successful student will understand the foundations, strategies, organization, and implementation of information systems projects that serve the organization. Topics include emerging information systems trends; rethinking business processes; assessing the costs and benefits; cultural, structural and political aspects; managing and implementing single projects, and administering program projects. Prerequisites: Admission to MBA program.

# COMPUTER SCIENCE (COSC)

The Bachelor of Science degree program in computer science focuses on the design of computers, computational processes for problem-solving, information transfer and transformation with an emphasis on improving software and system quality, security, performance, and usability. The program supports the evolution of the computing disciplines and the integration of computer science with engineering, science, and other disciplines.

The BS degree in computer science – Cybersecurity track is designed around specific core knowledge areas of computer science with foundational cybersecurity concepts. The track includes theoretical and practical approaches to prepare students entering the cybersecurity workforce or to continue their education in a professional graduate degree program.

The BS degree in computer science – Game and Simulation track is designed around specific core knowledge areas of computer science with foundational game development concepts. The track includes theoretical and practical approaches to prepare students entering the software and game development workforce or to continue their education in a professional graduate degree program.

**A Major in Cyber Security Track:** COSC 3302, 3305, 3306, 3307, 3308, 3398, 4301, 4305, 4306, 4307, 4399

**A Major in Game and Simulation Track:** COSC 3302, 3303, 3306, 3307, 3308, 3398, 4301, 4302, 4303, 4399

## 1301. INTRODUCTION TO COMPUTER SCIENCE

This course provides a broad yet practical overview and realistic understanding of the entire field of computer science. The scope of computer science is quite broad and is contributed to by many diverse disciplines such as mathematics, engineering, psychology, biology, business administration, and linguistics. Topics in the class include computer systems organization, computer languages, networking, algorithms, data abstraction, system software, databases, and artificial intelligence. For each topic, its history, current state, future potential, and associated legal and ethical issues will be presented. This course has an integrated computer lab component.

## 1302. COMPUTER ARCHITECTURE

Computer architecture is the study and implementation of how hardware functions and interacts to interpret the logic of computer software functions. Students will explore how a computing device works internally, including clock cycles, the bus system, how transistor and chips are manufactured, how memory works is accessed by the CPU, and how the Control Unit, ALU, RAM, and I/O devices work together to make software function. Students will also examine logic gates and how they work together to perform software instructions.

## 1303. COMPUTER PROGRAMMING I

An introduction to how the theory of computation is applied to enable programmers to solve problems and how programmers can communicate with machines via symbolic instructions. Students will practice using pseudocode as a tool to convert natural to programming languages, and explore levels of abstraction in programming languages, and the general processes involved in structured programming and software development.

## 1304. COMPUTER PROGRAMMING II

This course provides an in depth explanation of object-oriented programming (OOP) principles. Students will learn how to design and implement software using the pillars of OOP; encapsulation, abstraction, inheritance and polymorphism. Key topics include class and object creation, constructors, method overriding, inheritance hierarchies, the use of programming language to create more efficient, usable and modular code. Real-world applications and projects will reinforce theoretical concepts, enabling students to build scalable and maintainable software solutions. This course is ideal for learners who want to enhance their software development skills. Prerequisites: COSC 1303 or consent of description.

## 2303. COMPUTER NETWORKING

This course is an introduction to structure, implementation, security, and theoretical underpinnings of computer networking and the applications. Major topics include networks technologies, communications architecture and protocols, vulnerability assessment and management, security policies, network security, security threats and countermeasures against them, cryptography, risk analysis and data privacy. Prerequisites: COSC 1302 and COSC 1303; or instructor consent.

## 2304. OPERATING SYSTEMS

An operating system (OS) is software supporting basic computing functions, acting as an intermediary between hardware, software, and user interfaces. Students will examine the proprietary and open-source operating systems and how they perform 'background' tasks such as processing instructions, managing files and memory, configuring hardware and software, task timesharing, securing itself and other software, and communicating with input/output devices. Students will explore how the OS interfaces with users through text-based and graphical user interfaces.

## 2305. DATA STRUCTURES AND ALGORITHMS

An algorithm is a set of rules or process that forms the basis for computer programming and problem-solving. Students will learn how to define a problem which can be broken

down into an unambiguous description from which a step-by-step process can be defined and performed by a computer. Students will also explore techniques to reduce the number of steps required to perform tasks, such as recursion, sorting, searching, and optimization, plus use of linked lists, strings, stacks, queues, graphs, trees, hash tables, and other data structures.

### **2307. ALGORITHM DESIGN AND ANALYSIS**

In this course students are given a thorough grounding in the design and analysis of algorithms, with an emphasis on practical yet efficient algorithms. Different algorithms for a computational task are presented and their relative merits are evaluated based on performance measures. This course includes algorithm design techniques (divide and conquer, dynamic programming, greedy algorithms, amortized analysis, randomization), algorithms for fundamental graph problems (minimum cost spanning tree, connected components, topological sort, and shortest path), and possible additional topics.

### **3170. TOPICS IN COMPUTER SCIENCE**

A course designed to study a specific topic in computer science. May be repeated when topics vary. Prerequisite: Consent of instructor.

### **3302. PARALLEL AND DISTRIBUTED COMPUTING**

This course covers a broad range of topics related to parallel and distributed computing, including: parallel and distributed architectures and systems, parallel and distributed programming and paradigms, parallel algorithms, and scientific and other applications of parallel and distributed computing. In lecture/discussion sections students examine both classic results as well as recent research in the field. The lab portion of the course includes programming projects using different programming paradigms, and students will have the opportunity to examine one course topic in depth through an open-ended project of their own choosing. Course topics may include multi-core SMP, MMP, client server, clusters, clouds, grids, peer to peer systems, GPU computing, scheduling, scalability, resource discovery and allocation, fault tolerance, security, parallel I/O, sockets, threads, message passing, MPI, RPC, distributed shared memory, data parallel languages, map Reduce, parallel debugging and applications of parallel and distributed computing. Prerequisites: COSC 1303 and 2305.

### **3303. GAME DESIGN AND DEVELOPMENT I**

In this course, students will create educational games by programming with Python or C++. Students will learn and discuss good learning game design principles. Also, students design their games combining algorithms, basic data structures, and programming techniques. Computer game development is used as an example application area and students implement their own games throughout the course. Prerequisites: COSC 1303, COSC 1304 and COSC 2307; or instructor consent.

### **3305. FUNDAMENTALS OF CYBERSECURITY**

This course provides an introduction to cybersecurity. This course looks at the development, practical installation and configuration of security policies, designs, and software to protect, prevent, and track networking security attacks. In this course, the students will learn hands on, practical techniques for securing a computer, a network, and



various information. Topics include cryptography, legal aspects, computer networking, wireless security, computer security, information security and ethical issues. The course focuses on individual users and their role in protecting themselves from various cybersecurity threats. Prerequisites: COSC 1303 or instructor consent.

### **3306. DATABASE MANAGEMENT**

This course introduces the necessary concepts of database systems. Principles and methodologies of database design and techniques for database application development will be presented. Topics include database and database users, database system concepts, data modeling using the entity-relationship model, relational data model and relational database constraints, complex queries, views, schema modification, relational algebra and relational calculus, introduction to SQL programming techniques, web based programming using PHP.

### **3307. INTRODUCTION TO ARTIFICIAL INTELLIGENCE**

Artificial intelligence seeks to understand the mechanisms underlining thought and intelligent behavior, with a particular focus on their embodiment in machines. Core topics include the integrating perspective of intelligent agents and how such systems can engage in: search and problem solving, symbolic and probabilistic knowledge, representation and reasoning, planning, and machine learning. This course introduces both basic concepts and algorithms and explores how to apply them in the construction of systems that can interact intelligently with complex environments. Prerequisites: COSC 1303,1304, MATH 3312 or consent of instructor.

### **3308. PROGRAMMING LANGUAGES**

This course examines the theory, design and implementation of programming languages and provides student with an introduction to a variety of programming languages. Topics include specification syntax and semantics, declarations, binding, allocation, data structures, data types, control structures, control and data flow, concurrency, and the implementation and execution of programs. The major language paradigms will be described and explored including imperative, object-oriented, functional, logic programming, concurrent and others. Programming projects will provide experience in several languages. Prerequisites: COSC 2305 or consent of instructor.

### **3398. INTERNSHIP IN COMPUTER SCIENCE**

Students will find and undertake a professional internship with a community organization for a period of no less than 135 hours to gain practical job experience in your field of study, to witness firsthand how computer science is used to conduct operations and solve problems in a real working environment, to see with whom information technology workers interact and the type of work they conduct to support the organization's mission, and to apply knowledge and skills learned in university study to assist an internship supervisor. Prerequisites (if any): Approval of Instructor.

### **4301. SOFTWARE ENGINEERING**

Software engineering is the process of developing software by applying concepts from Systems Development Life Cycle (SDLC) models used in Project Management. Students will learn about and apply the phases of the SDLC to individual and modular team-developed software projects, including requirements and feasibility analysis, design,

development with unit and system testing, installation and integration, and maintenance. Additionally, students will employ practices of planning, documenting, and client communications.

#### **4302. AUGMENTED AND VIRTUAL REALITY**

Augmented reality (AR) technology adds an artificial layer of perceived reality on what we see and hear, while virtual reality (VR) creates a separate artificial three-dimensional (3D) perception of reality. Students will explore the differences among audiovisual media and how AR and VR technologies can be used in business, entertainment, education, and self-expression. Additionally, they will gain proficiency in the use of hardware and software tools to develop AR/VR while considering physiological effects and ethical issues. Prerequisites (if any): ART 2330, DESN 2304, DESN 3325 / COSC 3303 GAME DESIGN AND PRODUCTION.

#### **4303. GAME DESIGN & DEVELOPMENT II**

In this course game design and concept will be modified and extended using approved languages and game engines. The final goal is to develop a demonstratable working game with a combination of approved technologies. Students will develop fundamental skills and knowledge in game design including formal structures, narrative and play testing. Advanced development of games will be included in many class examples. Prerequisites: COSC 3303 or consent of instructor.

#### **4304. ARTIFICIAL INTELLIGENCE**

Artificial intelligence (AI) is an interdisciplinary study of how intelligence can be simulated by programming computers to mimic human thought and to learn from interactions. Students will explore how problems and natural language are reduced to precise, unambiguous instructions, how AI can support decision-making, and how voice, face, and pattern recognition works. Additionally, they will discover the stages of capability, and the types, purposes, and ethical concerns of AI systems. Students will practice with AI tools to create heuristic, artificial neural, and genetic algorithms and to build a simple intelligent system.

#### **4306. ETHICAL HACKING**

The purpose of this course is to give students of all backgrounds and experience levels a well-researched and engaging introduction to the realm of network security. This is a very hands-on course with examples that reflect today's most important and relevant security topics. This course shows the different techniques of how computers and networks are attacked, so students can be armed with the knowledge and techniques to successfully combat hackers. This course also aims to provide a clear differentiation between hacking myths and hacking facts. Students will be able to practice skills as they are learned. Prerequisites: COSC 3305 or consent of instructor.

#### **4307. COMPUTER FORENSICS**

Computer forensics is the multidisciplinary study of how to investigate, identify, and store evidence from a computer device to discover evidence of misuse. Students will identify valuable information and develop a security plan to avoid the need for computer forensics and strategies for responding to a security incident. Additionally, they will learn about civil and criminal laws associated with technology and how to collect and

secure digital evidence used to demonstrate illegal activity. Finally, students will examine the legal and ethical issues surrounding the collection, retention, and analysis of digital evidence. Prerequisites (if any): None.

### 4399. SENIOR CAPSTONE PROJECT

During the senior year of study, each baccalaureate candidate must undertake an academic capstone experience in the form of a project to synthesize and demonstrate knowledge and skills gained in study at the university. Planning, undertaking, and presenting a realistic capstone project is intended to demonstrate communicative proficiency and indicate a high level of critical thinking within the major field of study. Prerequisites (if any): Junior year standing or approval of instructor.

## CRIMINAL JUSTICE (CRIJ)

Schreiner University offers a Bachelor of Arts in Criminal Justice. The program will prepare students, with knowledge in policing, the courts, corrections systems and the juvenile justice system.

The **Major in Criminal Justice** consists of CRIJ 1301, 2301, 2303, 2304, 2306, COMM 3310 or 3320, BIOL 1301, PHIL 1310, plus 30 upper level hours including: CRIJ 3301, 3302, 3307, 3309, 3311, 4398 or 4399, POLS 3330 or 3376, PSYC 3341, and 6 hours upper level CRIJ.

The **Minor in Criminal Justice** requires CRIJ 1301, 2306 and 12 upper level hours from: CRIJ 3302, 3307, 3370, 4301, 4305, 4306, 4307 or BIOL 3311.

### 1301. INTRODUCTION TO CRIMINAL JUSTICE

An introductory course designed to familiarize students with the facets of the criminal justice system, including the processing of offenders, punishment and its alternatives, and the future of the criminal justice system.

### 2301. CRIMINOLOGY

A course designed to familiarize students with the scientific field of criminology. The course covers the nature and extent of criminal behavior; past and present theories for crime and delinquency; and the evaluation of prevention, control, and treatment programs. Prerequisite: CRIS 1301.

### 2303. CORRECTIONAL SYSTEMS AND PRACTICE

A course in criminal law which includes the definition of law, definition of crime, general principles of criminal responsibility, elements of major crimes, punishments, conditions or circumstances which may excuse from criminal responsibility, the court system, and the basic concepts of criminal law with an emphasis on the penal law of the State of Texas.

### 2304. CRIMINAL INVESTIGATION

This course provides a comprehensive examination of the principles, techniques, and legal considerations involved in conducting criminal investigations. Topics include interviewing and interrogation strategies; investigative documentation; and the role of technology in modern investigations. Students will explore specialized investigative areas

such as violent crimes, property crimes, financial crimes, and cybercrimes. Emphasis is placed on constitutional safeguards, ethical responsibilities, and interagency cooperation. Case studies and practical exercises will be used to reinforce critical thinking, problem-solving, and decision-making skills essential for effective investigative work. Prerequisite: CRIJ 1301, Introduction to Criminal Justice or instructor approval.

## **2306. HUMANITIES AND CRIMINAL JUSTICE**

This course examines the relationship between concepts typically covered in Humanities courses, and how they inform and intersect with the concepts and practice of Criminal Justice.

## **3301. RESEARCHING METHODOLOGY IN CRIMINAL JUSTICE**

An introduction to the scientific approach to understanding the social world, the relation between theory and research, research design, and data collection. This course is designed to help students gain an understanding of the research process involved in examining criminal justice issues. Prerequisite: CRIS 1301.

## **3302. FORENSIC SCIENCE AND CRIMINAL INVESTIGATION**

This course provides a brief overview of the science behind crime detection and a detailed discussion of techniques used for case management and documentation, the concept of proof, the impact of emergent technology on the investigative process, interacting with victims and witnesses, and interviewing suspects. Prerequisites: BIOL 1301/1217 or consent of instructor.

## **3305. CRIMINAL JUSTICE PROFESSIONALISM AND ETHICS**

This course explores professional ethics applied to Criminal Justice. Students examine the philosophical origins of ethics and the relationship of ethics to law and the concept of justice. General ethical propositions are established and applied to specific issues in criminal justice to educate students about ethical decision making and to assist students in becoming personally responsible in their professional careers. Prerequisites (if any): CRIJ 1301 Introduction of Criminal Justice.

## **3306. DOMESTIC VIOLENCE**

Students examine the broad issues associated with domestic problems: domestic violence, including intimate partner violence, child abuse, elder abuse, and abuse in the LGBTI community along with the social isolation. It will also examine the Texas Domestic Violence Act, institutional solutions like shelters, counseling, and protective services.

## **3307. THE JUVENILE JUSTICE SYSTEM**

The nature and extent of delinquency, explanatory models and theories for delinquent behavior, the juvenile justice system, juvenile court practices and procedures, and the role of the police officer and correctional officer when dealing with juvenile youths are covered.

### **3308. CRISIS INTERVENTION**

Crisis intervention (CI) is a growing field of study which brings together a variety of stakeholders i.e. police, social workers, and community advocates to change how communities are responding to mental health and addiction crises. CI educates students on recognizing when individuals have mental illness and are symptomatic, de-escalating the crisis situation and navigating people toward resources and help. Prerequisites (if any): CRIJ 1301 Introduction of Criminal Justice.

### **3309. CRIMINAL LAW**

This course is designed to provide an overview of the legal elements that apply to criminal law, procedure, and evidence, including proof, intent, conspiracy, classifications of crimes and related punishments, culpable mental states, defenses, rules of evidence (including the exclusionary rule), and rights and procedures in the gathering of evidence. Prerequisite: CRIJ 1301.

### **3311. CRIME SCENE INVESTIGATIONS**

This course introduces students to the principles, techniques, and procedures of crime scene investigations. Emphasis is placed on the identification, collection, preservation, and documentation of physical evidence; crime scene photography and sketching; and proper chain of custody procedures. Students will explore the role of forensic science in investigative work and gain practical skills in processing simulated crime scenes. Special attention is given to legal and ethical considerations, including constitutional safeguards, admissibility of evidence, and professional standards of conduct. By the end of the course, students will be equipped with applied investigative knowledge and hands-on experience essential for careers in law enforcement, forensic science, and related criminal justice fields. Prerequisite: CRIJ 1301 or instructor approval.

### **3370. TOPICS IN CRIMINAL JUSTICE SYSTEM**

This is a selected topics course in the discipline of criminal justice. May be repeated with change of subject. May involve travel.

### **4301. CRIMINAL JUSTICE AND SOCIAL DIVERSITY**

An examination of how social diversity and inequality shape the way criminal behavior is defined and controlled through the application of the criminal law and criminal justice system. Attention is given to the disparity of criminal offending, victimization, and criminal justice processing across demographic groups as well as explanations for observed disparities. Prerequisites Junior or Senior standing.

### **4305. THE MEDIA AND CRIME**

A survey of the connections between the mass media, crime, and criminal justice; explore how the criminal justice system, criminals, and crime are portrayed in film, TV drama, and news media; and examine how the media reflect our collective perceptions of crime, violence, and victimization as well as shape attitudes toward crime. Prerequisites Junior or Senior standing.

## 4306. SUBSTANCE ABUSE

Students engage in the description, classification, and analysis of the causes and correlates of substance use problems. Prerequisites Junior or Senior standing.

## 4307. CYBERCRIME

A seminar in which students focus on topics related to cybercrime, including legal, enforcement, behavioral, and social factors that influence its perpetration, prevention, and prosecution. Prerequisites Junior or Senior standing.

## 4398. INTERNSHIP IN CRIMINAL JUSTICE

This course offers students supervised field employment in an organized setting, with an emphasis on applying criminal justice skills in a real-world environment. Prerequisites: Senior status or consent of instructor.

## 4399. SENIOR PROJECT

This course is the capstone work-based experience for the criminal justice program. It is designed to encourage students to think critically and solve challenging problems. Student will design, develop and execute a project either in an actual work experience or a simulated work experience approved by the instructor. Prerequisites: Recommended that all major required courses be completed prior to enrollment. Must have a “C” or better in CRIJ 3301.

# ECONOMICS (ECON)

The **Minor in Economics** requires BSAD 2331, FIN 2342, ECON 3301, 3302, FIN 3362, ECON 3360 or FIN 4370.

## 2301. (2301) PRINCIPLES OF ECONOMICS I

This is an introduction to the study of macroeconomic problems of a capitalist economy. Included are the theory and measurement of changes in the levels of prices, employment, national income and other aggregates. Topics include monetary and fiscal policy, stabilization policy, economic growth and international economics.

## 2302. (2302) PRINCIPLES OF ECONOMICS II

This is an introduction to the microeconomic theory of consumer behavior and of the firm and resource allocation in a private enterprise economy. The study includes analysis of pricing of output, determination of wages, interest and profits under alternative market structures, contemporary issues such as taxation, pollution, unions and government regulation. Prerequisite: ECON 2301 or consent of instructor.

## 3301. INTERMEDIATE MACROECONOMICS

Macroeconomics develops the framework for understanding how macroeconomic outcomes – output (GDP), unemployment, interest rates, inflation – are determined. This course builds on Economics (BSAD 2331) and focuses on the foundations of aggregate demand and aggregate supply and how they interact to determine macroeconomic

outcomes. The course then examines how monetary and fiscal policies can be formulated to achieve better macroeconomic outcomes. Macroeconomic simulation models are utilized to examine the effects of monetary and fiscal policies on key macroeconomic variables. This course will also cover national income accounting (such as GDP, National Income, and Disposable Income) and the measurement of other important macroeconomic concepts. Prerequisite: BSAD 2331.

### 3302. INTERMEDIATE MICROECONOMICS

Microeconomics is the foundation of all of economics and of modern finance. This course builds on the Economics class (BSAD 2331) in developing the tools for analyzing consumer choice in the product and labor markets, choice between current and future consumption (saving), and choice between risk and return in decision making. It proceeds in developing the tools used for analyzing business decisions regarding output to be produced and utilization of labor and other inputs in production. Combining consumer and business behavior results in market outcomes, including quantities sold, prices and wages, value creation, elasticity of demand, market structure, and market efficiency. Prerequisite: BSAD 2331.

### 3303. ECONOMETRICS WITH FINANCIAL AND DATA ANALYTICS

This course provides the student with the quantitative tools, based on statistics, that are in growing use in business, government, and research for calibrating quantitative relationships, primarily linear regression tools. Commonly used econometric models are developed and then applied to actual data. The metrics available for evaluating the statistical significance of estimated relationships are also developed and applied. The student will have plenty of opportunities to estimate and interpret econometric relationships using actual data. Prerequisites: BSAD 2331 and Math 2330 or approval of faculty.

### 3304. CONTEMPORARY MACROECONOMICS

This course will introduce students to advanced macroeconomic topics through applied learning and participation in academic competitions. Topics include economic forecasting, macroeconomic relationships, and institutions including the Federal Reserve System. The course will include the creation and presentation of an economic assessment, forecast, and policy recommendation. Prerequisites: BSAD 2331.

## EDUCATION (EDUC)

Students presently pursuing a baccalaureate degree at Schreiner University may also pursue teacher certification. Preparation for certification to teach in the public schools of Texas is offered in Biology (life science), Chemistry, English (language arts), History and Mathematics for grades 7-12; in English Language Arts and Reading, Mathematics, Mathematics/Science and Core Subjects for grades 4-8; Core Subjects in grades EC-6 and in Communication Design, Exercise Science and Music for all-level.

Students must be admitted to the Education program to be enrolled in specific Education courses.

Students who want to add certification at 7-12 or all-level will complete a baccalaureate degree in Biology, Chemistry, Graphic Design, English, Exercise Science, History, Mathematics or Music, then add teacher certification as a credential as a minor. The minor includes at least 24 hours of coursework and 6 hours of student teaching internship.

There are three graduate programs in Education: Master of Education, Master of Education plus Teacher Certification, and Principal Certification only for those who already hold an advanced degree in Education.

All undergraduate and graduate teacher education students must complete 30 hours of outside field experience with 15 hours being qualified as “actively engaged” prior to student teaching. The hours are in addition to the EDUC class hours. This involves observing in the classroom, assisting in service areas of the cooperating school, and working with groups of students. The times for the observation hours will be flexible, based on the class schedule of each individual student.

### 2203. FOUNDATIONS IN EDUCATION

This course provides an opportunity to explore a career in education and the various aspects of the teaching profession. Students will examine their commitment to teaching, the purpose of education, the public school classroom, and the relationship of various curriculum areas. Students will become familiar with the state competencies for Texas teacher certification and the Texas Essential Knowledge and Skills. Formal application process into the Teacher Education Program will be conducted. The course requires 5 hours observation in actual classroom settings. Course includes training in the Code of Ethics and social media ethics and other TEA required trainings for professional educators. Course is recommended for sophomore level students and is required for all teacher certification candidates. Prerequisites: Sophomore standing.

### 2236. INTRODUCTION TO MUSIC EDUCATION

As an introduction to the field of music education, students will examine the development of music education from its inception to its present status through lecture, observation, reading, and class discussion. Students will learn how the music educator uses effective communication and partnership with families and other members of the educational community to both enhance student performance and expand professional knowledge and skills. Students will become aware of ethical and legal responsibilities, curriculum trends, TEKS standards in music, and the opportunities and challenges facing today’s music educator. Prerequisites: None.

### 3301. SOCIAL STUDIES – HISTORY EDUCATION (K-12)

This course is designed for teacher education students in Multidisciplinary Studies and for History majors adding Secondary Education Certification. Students will be trained in research based pedagogy and will develop lesson plans and learning experiences based on the requirements of the Texas public school curriculum and standards (TEKS) including cross curricular applications and the use of disciplinary literacy. Students will become familiar with using technology in the classroom to enhance learning for all students, planning experiences and designing assessments, taking into consideration the diversity of the classroom. Students will prepare for the TExES content exam in history. Prerequisite: 6 hours in history, Junior standing and admission to the Teacher Education Program or Secondary Education Minor or consent of the instructor.



### **3302. MATHEMATICS PEDAGOGY: CURRICULUM AND INSTRUCTION WITH TEST PREPARATION**

This course is a requirement for all Core Subjects EC-6 and 4-8 certifications. This course addresses the pedagogy of mathematics for Texas public schools. Instruction includes the Texas Essential Knowledge and Skills and instructional technology strategies. Mathematics standards and competencies will be reviewed in preparation for the TExES Core Subjects state exam and training in STAAR test preparation. This course will prepare EC-6 – 4-8 teacher candidates for spring field-based experiences in the EDUC 3303 TE Math Academy working with community school students. Prerequisites: MATH 1310, Jr. Standing, admission into Teacher Education Program or permission of the Director of Education.

### **3303. MATHEMATIC PEDAGOGY: ASSESSMENT AND INTERVENTION**

This course is a requirement for all Core Subjects EC-6 and 4-8 Math, 7-12 Math certifications, and for 4-8 Math and Math/Science certifications. This course addresses the pedagogy of mathematics for Texas public schools. Instruction includes T-TESS lesson plan preparation using the Texas Essential Knowledge and Skills. Students will learn research-based strategies for effective pedagogy and assessment, including standards based, data driven differentiated instruction which engages students in Mathematics. Course will include 7-10 hours of case study experience in the field working with community K-12 students. Teacher candidates will work with community school students in an academy learning environment to apply research-based math pedagogy strategies for intervention in math knowledge and skills. Prerequisites: EDUC 3302 for EC-6 and 4-8 candidates only, Jr. standing, admission into Teacher Education Program. Required for 7-12 Teacher Minor Candidates with Major in Math.

### **3312. METHODS OF ESL INSTRUCTION**

This course examines fundamental language concepts and the structure and conventions of English, as well as processes of first- and second-language acquisition. Students learn research-based ESL teaching methods to plan and implement effective, grade-level instruction that promotes communicative language development, literacy, and academic language proficiency across content areas. The course also addresses formal and informal assessment practices, foundations of ESL education, program models, cultural and linguistic diversity, and strategies for advocacy and family/community involvement. Prerequisite: Admission to the Teacher Education program, or consent of the course instructor.

### **3341. PHYSICAL EDUCATION AND SPORTS PEDAGOGY FOR TEACHER CERTIFICATION**

This course will prepare pre-service teachers seeking certification in All-Level Exercise Science/Physical Education to apply knowledge of physical education, athletics, health, and fitness content based on the Texas Education Association (TEA) requirements for all students in grades K-12 through research of state and national models combined with methods application and demonstration. Planning and implementing effective and developmentally appropriate instruction in physical education, health, and fitness based on knowledge of Texas Essential Knowledge and Skills (TEKS) will be emphasized along with research on the effects of physical fitness on learning. Students will learn how

to incorporate standards for health and fitness to promote healthful living from school age to adulthood. This course is also open to all levels of certification students for the purpose of training for the TExES Physical Education content exam. Prerequisite: Majors in Fitness and Wellness or Sports Management with Junior standing and admission to the Teacher Education Program or consent of the instructor.

### **3351. SCIENCE FOR EDUCATORS: TESTING, CONTENT, AND PEDOGOGY**

This is a survey of TExES state testing science content test preparation and pedagogy preparation for all students seeking certification in EC-6, 4-8 Core, 4-8 Math, 4-8 Math/Science, and 7-12 Life Science TC minors. The course will prepare students to be successful on the TExES state exam science subtest of the core exam and will include a review of science concepts and processes for the following science testing concepts: history and nature of science, impact of science, physical science, life science, earth and space science. Content for 7-12 certification will be reviewed as per TExES test 238. Students will also review the Texas Essential Knowledge and Skills (TEKS) as they apply to EC-6 science courses. Students will be trained in research-based pedagogy using RBIS and HQIM as applied to their level and field for sciences and will develop lesson plans and learning experiences based on the requirements Texas public school curriculum and standards (TEKS) including cross curricular application and the use of disciplinary literacy in science. Prerequisites: 6 hours of science, EDUC 2303, Junior standing and admission to Teacher Education program, or consent of the Education Department.

### **3633. EARLY CHILDHOOD RESEARCH BASED INSTRUCTION**

This actively engaged field-based experience course is designed to provide information about the development, education, health, and safety of young children in educational settings. Research and methodology for creating a safe and nurturing learning environment will be emphasized. The National Association for the Education of Young Children (NAEYC) standards will be used for program evaluation research and reflection. This course curriculum is also based on the Texas Pre-Kindergarten guidelines, Science of Reading, EC-3 standards Texas Knowledge and Skills (TEKS), and the English Language proficiency standards (ELPS). The role of the family and community in child development, the theories of child development as they apply to best practices in early childhood pedagogy and the diverse needs of the young child will be studied. Students will apply knowledge and skills from this course to plan instruction and assessment which address the developmental needs of early childhood students including emergent bilinguals (EB). Early Childhood Intervention Services (ECIS) will be included as a resource for planning intervention. The Early Childhood Data System (ECDS) will be reviewed as a tool for informing stakeholders of the effectiveness of early childhood programs and general data. This course includes an eight hour actively engaged field experience at a local early childhood center. The course is intended for partial fulfillment of those seeking EC-6 certification. Prerequisites: Junior standing and admittance to the Teacher Education Program.

### **4320. CLINICAL TEACHING SEMINAR**

The Clerical Teaching Seminar is a week of TEA required trainings and a series of 10 seminars for students completing their fourteen-week clinical teaching internship. The seminars are designed for certification levels EC-6, 4-8, all level, and 7-12. Students will be provided TEA required certification trainings including STAAR testing, T-TESS,

Mental Health First Aid, Trauma Informed Pedagogy and the McKinny-Vento Law, School Law for the first year teachers, work force opportunities and hiring, and Dyslexia policy and procedures to better prepare clinical teachers for the legal, ethical, and professional responsibilities of first year educators. Prerequisite: Admission into Clinical Teaching or permission of the director, 30 hours of engaged field experience, pass all applicable TExES state content exams.

### 4325. CLINICAL TEACHER PERFORMANCE ASSESSMENT

This course will guide and coach clinical teachers through the development and submission of the final assessment of readiness to teach for the purpose of meeting state certification requirements. The assessment measures teacher knowledge of subject matter, knowledge of student learning needs, research on how students learn, and analysis of student work to improve instruction. The three tasks which must be completed and submitted to a national grading collective of educators include: 1. Planning for instruction and assessment, 2. Instructing and engaging students in learning, 3. Assessment of student learning. Clinical Teachers will complete this course and assessment during the 14-week clinical teaching assignment on school campuses. (Course must be taken concurrently with EDUC 4621, 4622, 4623, or 4624. Prerequisite: All TExES exams completed and passed and EDUC 4320 Clinical Seminar taken concurrently or prior semester).

### 4380. DIRECTED STUDY IN EDUCATION

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Students must have upper-level status, a 2.75 GPA, and completed basic discipline courses. May be repeated with a change of topic. All assignments for student teaching or internships are made through the teacher education office. Under no circumstances is the student to arrange his or her own assignment with a particular teacher or school. Student teachers will be assigned to school districts in the Hill Country Center for Professional Development of Teachers Collaborative. It is generally the policy of the Schreiner University Teacher Education Program not to supervise student teachers or interns at locations more than 100 miles from Kerrville. Prerequisites: Admitted to the Teacher Education Program.

**The Schreiner University Teacher Education program will assign a university supervisor for interns in schools within 100 miles of Kerrville. For those who wish to complete their internship outside this area, a university field supervisor may be secured within that area at the cost to the intern.**

### 4604. INTERNSHIP I: TEACHER CERTIFICATION

This is designed for a student admitted to a teacher certification program under a post-baccalaureate plan and approved for an internship will focus on specified educational topic. Must register for EDUC 4604 during Fall term of the school year in which the internship is to be completed.

### 4605. INTERNSHIP II: TEACHER CERTIFICATION

This is designed for a student admitted to a teacher certification program under a post-baccalaureate plan and approved for an internship will focus on specified educational

topic. Must register for EDUC 4605 during Spring term of the school year in which the internship is to be completed.

#### 4607. CURRICULUM AND ASSESSMENT

Curriculum and Assessment is a field-based course to teach curriculum design, planning and application of instructional strategies using research-based materials and resources (HQIM) and standards aligned assessment of student learning for diverse students. One major focus is to ensure student proficiency in planning and practice with T-TESS based lessons using RBIS with aligned and pro-instructional assessment strategies. Content is closely tied to state public school laws, codes, organization, and curriculum requirements grades EC-12 (TEKS) and includes ESL and English Limited Proficiency standards for students. A second major focus is to prepare students for their PPR (Pedagogy and Professional Responsibilities) certification test. Students will analyze 13 state competencies that prepare students to be effective classroom teachers and take several practice tests to prepare them for this exam. This course also requires fifty (50) hours active field-based observations at a local campus, grades early childhood to 6 and/or grades 7-12. The field-based hours are supervised where students are actively engaged in instructional or educational activities. This course also addresses the framework for teacher evaluations. Prerequisites: Junior standing and admittance to Teacher Education.

#### 4621. CLINICAL TEACHING (EC-6)

Clinical Teaching is a field-based internship in partnership with the Schreiner University EPP, accredited public or private schools and the Texas Education Agency (TEA). Clinical Teaching is the competency and standards-based capstone experience of the Teacher Certification Program, which consists of a fourteen (14) week induction into the teaching profession during which time the student teacher assumes a major responsibility for teaching and learning in the classroom under the supervision of an assigned mentor teacher and university field supervisor. Clinical teachers are observed a minimum of three (3) times by a university supervisor. These observations will include a written report, a pre- and post-lesson conference, and discussions with the mentor teacher as needed. This course requires co-enrollment in the Clinical Teaching Seminar. Prerequisite: Admission into Clinical Teaching, 30 hours of observations and engaged field experience, pass the TExES state content exam.

#### 4622. CLINICAL TEACHING (4-8)

Clinical Teaching is a field-based internship in partnership with the Schreiner University EPP, accredited public or private schools and the Texas Education Agency (TEA). Clinical Teaching is the competency and standards-based capstone experience of the Teacher Certification Program, which consists of a fourteen (14) week induction into the teaching profession during which time the clinical teacher assumes a major responsibility for teaching and learning in the classroom under the supervision of an assigned mentor teacher and university field supervisor. Clinical teachers are observed a minimum of three (3) times by a university supervisor. These observations will include a written report, a pre- and post-lesson conference, and discussions with the mentor teacher as needed. This course requires co-enrollment in the Clinical Teaching Seminar. Prerequisite: Admission into Clinical Teaching, 30 hours of observations and engaged field experience, pass the TExES state content exam.

### 4623. CLINICAL TEACHING (7-12)

Clinical Teaching is a field-based internship in partnership with the Schreiner University EPP, accredited public or private schools and the Texas Education Agency (TEA). Clinical Teaching is the competency and standards-based capstone experience of the Teacher Certification Program, which consists of a fourteen (14) week induction into the teaching profession during which time the clinical teacher assumes a major responsibility for teaching and learning the classroom under the supervision of an assigned mentor teacher and university field supervisor. Clinical teachers are observed a minimum of three (3) times by a university supervisor. These observations will include a written report, a pre- and post-lesson conference, and discussions with the mentor teacher as needed. This course requires co-enrollment in the Clinical Teaching Seminar. Prerequisite: Admission into Clinical Teaching, 30 hours of observations and engaged field experience, pass the TExES content exam.

### 4624. CLINICAL TEACHING (ALL-LEVEL)

Clinical Teaching is a field-based internship in partnership with the Schreiner University EPP, accredited public or private schools and the Texas Education Agency (TEA). Clinical Teaching is the competency and standards-based capstone experience of the Teacher Certification Program, which consists of a fourteen (14) week induction into the teaching profession during which time the clinical teacher assumes a major responsibility for teaching and learning in the classroom under the supervision of an assigned mentor teacher and university field supervisor. Clinical teachers are observed a minimum of three (3) times by a university supervisor. These observations will include a written report, a pre- and post-lesson conference, and discussions with the mentor teacher as needed. This course requires co-enrollment in the Clinical Teaching Seminar. Prerequisite: Admission into Clinical Teaching, 30 hours of observations and engaged field experience, pass the TExES state content exam.

### 4630. CLINICAL INTERNSHIP FOR PARAPROFESSIONAL CERTIFICATION

This is a semester long internship working in an assigned school district as a paraprofessional offered only to level EC-6 Multidisciplinary Studies majors in education. This clinical experience replaces the 6-hour Clinical Teaching requirement for Teacher Certification. The EC-6 applicant will be required to attend training aligned to the Every Student Succeeds Act (ESSA) and complete test preparation and apply for the educational aide certificate through a partner school district. Prerequisites: Acceptance into the EPP on EC-6 Core Subjects certification level. Voted by the TE Committee to move to Paraprofessional route or by permission of the Director of Education, validated by the Certification/Compliance Officer.

### 5301. DIVERSE LEARNERS

This course explores how educators address the academic needs, social-emotional development, and achievement outcomes for all students in inclusive learning environments. This includes studying language and cultural diversity and understanding the policies and pedagogy required to support students with exceptional needs including disabilities. The issues and trends, evidence-based instructional and assessment strategies, educator standards, and student achievement data are studied to equip the educators to meet the individual and collective learning needs of diverse learners.

### 5303. CURRICULUM AND INSTRUCTION

Students will research and explore the trends in curriculum and instructional design with an emphasis on application, reflective teaching, and the role and responsibility of the professional educator at any level for C and I design and implantation. Students will research curriculum theories and the impact on instruction and produce a professional development presentation related to changes in curriculum and instruction for the future. Teacher Certification candidates will research and present on the Texas required curriculum standards and methods of accountability and create an example of a lesson plan in TEA required format. Projects also include the design of a classroom leaning management plan based on a meta-analysis of research-based instruction and methodology for engaging students and creating an effective learning culture for diverse students.

### 5304. METHODS OF EDUCATIONAL RESEARCH

Participants learn the foundational concepts of educational research and apply them to read, interpret, and evaluate related studies. Students will design a research project and complete a literature review and annotated bibliography related to their teaching contexts and the trends and issues in education.

### 5305. PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

This course discusses the professional roles and responsibilities of the Master teacher in the 21st Century and examines the legal and ethical requirements of the profession. This course is the capstone of the Graduate Teacher Certification Program and prepares candidates seeking certification to take the PPR K-12 state test. For the experienced teacher, PPR is explored from a teacher leader or administrator's point of view including projects such as designing faculty professional development and evaluating pedagogical skills and educational professionalism.

### 5307. INTERNSHIP I: GRADUATE TEACHER CERTIFICATION

This is the first of two courses in which students will complete a one year internship on a probationary certificate. (Students must secure a position with a school district.) Graduate Faculty will provide a mentoring component including four (4) formal evaluations – two each semester. Interns will be expected to attend learning team meetings once a month throughout the internship which will include methods and management topics, relevant educational research, and contemporary classroom issues. Prerequisite: Acceptance in the Master of Education plus Certification Program.

### 5308. INTERNSHIP II: GRADUATE TEACHER CERTIFICATION

This is the second of two courses in which students will complete a one year internship on a probationary certificate. (Students must secure a position with a school district.) Graduate Faculty will provide a mentoring component including four (4) formal evaluations – two each semester. Interns will be expected to attend learning team meetings once a month throughout the internship which will include methods and management topics, relevant educational research, and contemporary classroom issues. Prerequisite: Acceptance in the Master of Education plus Certification Program.

### **5312. MULTICULTURAL SCHOOL/COMMUNITY RELATIONS AND COLLABORATION FOR SCHOOL AND STUDENT SUCCESS**

This is a study of strategies and design models for school, faculty, family and community collaboration for educational leaders in any role including new teachers. Students collaborate through a PLC format to study school/community relations models resulting in a diagnosis of school culture case studies and the design of an action plan for improving school and student success. Designs are based on research of diverse student learning and variables that affect school success and include trauma informed pedagogy.

### **5313. DATA-INFORMED INSTRUCTIONS AND EFFECTIVE SUPERVISION OF LEARNING**

This course provides an in-depth exploration of evidence-based instructional practices and effective supervision of learning. Students examine how to use data to inform decision-making, strengthen teaching, and improve student outcomes. Topics include data-driven instruction, analysis of assessment results, high-impact teaching strategies that promote student engagement, instructional rounds, Response to Intervention (RTI), and effective classroom management in both traditional and online learning environments. Through applied learning, participants develop the skills needed to coach educators, support instructional improvement, and foster a culture of continuous growth.

### **5321. TRENDS AND ISSUES IN CURRICULUM AND INSTRUCTIONS**

Students will research and explore the trends and issues related to EC-12 curriculum and instruction development and practices. This will be based on the current Texas Education Agency's (TEA) standards and policies, developments in educational research, current and longitudinal student achievement data, and relevant societal contexts. They will study the connections between schooling, community, society, and policy.

### **5323. LEARNING AND DEVELOPMENT THEORIES**

The course is an exploration of learning and development theories, models, and frameworks relevant to students in grades EC-12 that guide educational research and pedagogy. Students will study the influential theorists and the application of their theories to teaching and learning, and the understanding of child and adolescent development.

### **5324. ASSESSMENT FOR DIVERSE LEARNING AND INFORMED TEACHING**

This course is designed to develop knowledge and skills in the selection, administration, and interpretation of instruments and procedures to evaluate diverse students. Emphasis will be on research based assessment strategies for enhancing effective instruction and learning across the curriculum. Students will demonstrate the use of various forms of classroom assessment through presentation and classroom application including learner and teacher directed assessment, formative and summative assessment, performance assessment, and content specific assessment.



### 5325. DIRECTED FIELD PROJECT

This is an organized course offering the opportunity for specialized study not normally or not often available as part of the regular course offerings. Directed Field Project courses may be repeated for credit when the topics vary, but not more than 6 hours will apply to the master's degree.

### 5326. INSTRUCTIONAL TECHNOLOGY AND DIGITAL LITERACY FOR INSTRUCTIONAL LEADERS

This course will review the latest developments in instructional technology design and employ a variety of multimedia technology tools to design, create and evaluate engaging learning experiences. Responsibilities will include using technology to develop teaching methods and assessments. The course also includes the study of Digital Literacy as the ability to use information and communication technologies to find, evaluate, create, and communicate information. The International Society for Technology in Education (ISTE) Standards will be studied and applied to inform lesson planning and curriculum planning.

### 5330. SCHOOL FINANCE AND RESOURCE MANAGEMENT

This course examines the principles and practices of educational finance and resource allocation at the federal, state, and local level. Students will also examine alternative finance options (i.e. grant opportunities and bonds). This course will offer an overview of budget development and the impact on instructional outcomes. Emphasis is placed on legal compliance, fiscal accountability, and leadership decision-making.

### 5340. LITERACY INSTRUCTION AND ASSESSMENT

This course provides an overview of EC-12 literacy instruction and assessment. This includes evidence-based teaching techniques for language acquisition and the diagnosis and remediation of reading difficulties including dyslexia. The goal of this course is to provide learners with an opportunity to acquire competencies for evaluating, planning, and organizing responsive reading instruction for students with diverse learning needs. Learners identify and apply their knowledge of the Texas Essential Knowledge and Skills (TEKS) English and Language Arts reading standards, the English Language Proficiency Standards (ELPS), curriculum development and assessment procedures, and analyze the state and local literacy achievement data. They apply their learning and evidence-based research to develop action plans to improve reading engagement and literacy achievement in their schools.

### 5341. DISCIPLINARY LITERACY RESEARCH/ INSTRUCTIONAL STRATEGIES

Students will research the theory of disciplinary literacy and apply content/field specific research-based disciplinary literacy strategies. Using innovative and current materials and methods, student will create a digital toolkit of strategies for disciplinary literacy and communication proficiency across the curriculum. Students will share strategies and research through a PLC format and write a research reflection to support the toolkit which is required to be accessible, visual, and engaging for in class and online learning. Proactive Instructional Planning will guide the choices for strategies, and HQIM/RBIS structure and requirements will be included for teacher and educational leaders.



## **5342. PRINCIPLES OF CURRICULUM LEADERSHIP AND INSTRUCTIONAL COACHING**

This course is an introduction to the principles and characteristics of curriculum leadership roles, specifically instructional coaching and curriculum leadership. Topics include leadership responsibilities and styles, effective communication, curriculum development, and implementing state standards and policies. Research includes the effective use of professional development and the related theories and methodologies, which increase the performance of students and enhance the school learning culture. Prerequisites: Acceptance into M.Ed. with Teacher Certification – 3.0 GPA and PACT exam in the area of certification or acceptance into the M.Ed., Curriculum and Instruction track.

## **5343. SCHOOL LAW AND ETHICS**

This course examines major legal principles and ethical standards affecting K–12 educational leadership in Texas. Students will interpret laws, apply ethical decision-making frameworks, and resolve real-world legal issues related to students, staff, curriculum, and school operations.

## **5344. TRENDS AND ISSUES IN EDUCATIONAL LEADERSHIP**

This course explores current challenges and emerging trends in K–12 leadership. Examples could include school safety, community engagement, technology integration, and mental health. These topics will vary dependent on the needs of the field. Students will analyze these issues through the lens of Texas Principal Standards to develop strategies that promote effective, ethical, and inclusive leadership.

## **5345. CLASSROOM MANAGEMENT AND LEARNING ENVIRONMENTS**

The focus of the course is on the theories, frameworks, models of classroom management, different learning contexts, and on creating learning environments that optimize student achievement in grades EC-12. The students will also research methods of promoting positive student behaviors, discipline procedures, and the related state and legal guidelines.

## **5351. TEACHING AND LEARNING WITH AI**

Students will explore AI tools and technologies for the purpose of enhancing pedagogy and streamlining instructional and administrative data documentation. They will review research and case studies for AI policy, benefits, and ethical controversy and share practical applications and creative learning experiences for the global learner in a digital learning environment. Prerequisites: Acceptance into M.Ed. with Instructional Technology – 3.0 GPA.

## **5352. TRENDS AND ISSUES IN INSTRUCTIONAL TECHNOLOGY**

This course will examine the trends and issues in Instructional Technology for educators affecting school curriculum, pedagogy, and administration. The focus will be on the forces and factors that influence the teaching/learning environment and the processes and procedures for implementing positive change through changing technologies. Emphasis will be on researching and assessing current instructional technology practices and

reviewing the impact on students, schools, and educators. Topics updated every summer session. Prerequisites: Acceptance into M.Ed. with Instructional Technology – 3.0 GPA.

### **5353. ONLINE LEARNING CLASSROOM MANAGEMENT AND ENGAGEMENT**

Students will learn how to manage the online learning classroom through engagement, by building community through shared learning, discussion formats, groupings, and interactive tools, and student efficacy. Further students will explore platforms for E-Learning and strategies for using student communication devices for content engagement and managing participation. Prerequisites: Acceptance into M.Ed. with Instructional Technology – 3.0 GPA.

### **5354. DESIGNING CURRICULUM AND ASSESSMENT FOR THE ONLINE LEARNING ENVIRONMENT**

The student will discover and design virtual learning curriculum and assessment methods which focus on constructivism, engagement, and critical and creative thinking. Students will learn how to break down content into relevant and aligned modules using multimedia to enhance interaction with content. They will explore course navigation models and methods to provide alternative methods for demonstrating understanding for diverse learners. Also, they will explore technology based online assessment formats and methodologies. Students will design and present an online lesson module for a specific field and level using proactive instructional planning and innovative and interactive delivery. Prerequisites: Acceptance into M.Ed. with Instructional Technology – 3.0 GPA.

### **5601. INTERNSHIP: GRADUATE CLINICAL TEACHING**

This course is a six hour required classroom field experience designed for students admitted into Teacher Education through the Master of Education Plus Teacher Certification Program. Students will fulfill this requirement through 14 weeks of full time clinical teaching or 24 weeks of part-time clinical teaching in a state accredited school under the supervision of a mentor and university field supervisor. Candidates are required to successfully complete a program provided on site computer based or paper based practice exam and pass the TExES state content exam before they will be admitted into the Teacher Certification Program or the Clinical Teaching Internship. NOTE: If a distance candidate is unable to come to campus for the practice exam, the candidate will be responsible for the purchase of a program approved on-line practice exam. Prerequisite: Admission into Teacher Education, 3.0 GPA or higher, 30 hours of classroom observations.

### **6110. SESSION I PRINCIPAL AS INSTRUCTIONAL LEADER TEST AND PASL PREPARATION**

The Principal Certification Test and PASL Preparation Course Session II is a requirement for all PIL candidates who continue to seek state testing recommendation PIL Test 268 and/or PASL Preparation and PIL state certification. Candidates who are retaking PIL 268 for Certification will be required to complete a retesting plan. Candidates seeking state exam 368 PASL (Performance Assessment for School Leaders) will be required to review and complete drafts of all PASL tasks and review requirements, rubrics, and TASK examples. This course requires that both 268 and 368 state PIL exams be successfully completed

and submitted to the state and ETS before the end of the semester. Candidates are considered complete after all course objectives are met and PASL benchmark complete. Prerequisites: Enrollment in principal certification program with good standing which requires having passed EDUC 6310 Session One with an A or B) and prior enrollment in EDUC 6304 Practicum I. Prerequisites: Prior enrollment in EDUC 6310 with good standing having received an A or B in the course based on syllabus requirements.

### **6301. SCHOOL LAW**

This course explores the role and responsibility of the school as a educational institution for students, parents, taxpayers and employees. Students will explore the legal framework and implications of constitutional, case and statute laws affecting public schools. Emphasis will be placed on required documentation and responsibility of teachers and school administrators pertaining to student rights, code of ethics, special education rights and legal issues, and the allocation of resources to protect such rights.

### **6302. EDUCATION THEORY AND LEADERSHIP**

This course is an introduction to the roles and tasks of positions in educational leadership. Topics studied include leadership responsibilities, effective communication, time management, motivation techniques, problem solving, delegating, and the effective use of professional development and other current theories and issues which increase the performance of administrative and instructional leadership and benefit the school.

### **6303. PUBLIC SCHOOL POLICY AND ADMINISTRATIVE PROCEDURES**

This course prepares the principal candidates to take on the responsibility of initial administrative duties including traditional assistant principal duties and educator evaluation procedures for the API. Topics also include hiring procedures and staffing projections, ethics policy, school budget planning and state/federal funding including resources of revenue for schools. Candidates will also explore designing and implementing professional development to increase staff motivation and involvement and create a culturally responsive school climate for all educators and students.

### **6304. THE PRINCIPAL AS INSTRUCTIONAL LEADER PLUS PRACTICUM OR INTERNSHIP I**

The Principal as Instructional Leader plus Practicum or Internship (3 semester hours/160 clock hours) requires that the candidate secure a state accredited campus and Principal Site Supervisor. A University Field Supervisor will guide the principal candidate and mentor through competency-based practicum or internship activities and requirements. The Practicum/Internship is designed to prepare the candidate for first year principal responsibilities and duties as an administrator and instructional leader. Coursework will include professional development, an analysis of school culture and climate, and relevant projects aligned with TEA required principal competencies. Practicum will include relevant research, analysis, and collaboration projects aligned with TEA required principal competencies and PASL. Candidates will be formally evaluated a minimum of three times by the University Field Supervisor and Site Supervisor. Prerequisite: Enrollment in Principal Certification Program and concurrent enrollment in EDUC 6310. This course may serve as first semester of the Internship followed by EDUC 6306.

## **6305. INSTRUCTIONAL LEADERSHIP**

This course is designed to develop instructional leadership knowledge and skills and promote the success of all students by building a positive school culture, providing an effective curriculum and standards aligned instructional program, and training faculty to use academic outcomes to measure the quality of instruction and develop a school vision to enhance learning. Prerequisites: EDUC 6301, EDUC 6303, and EDUC 6312.

## **6306. THE PRINCIPAL AS INSTRUCTIONAL LEADER PLUS PRACTICUM OR INTERNSHIP II**

Practicum (up to 80 clock hours) The Principal as Instructional Leader Plus Practicum or Internship II requires that the candidate continue to secure a state accredited campus and principal mentor. A University Field Supervisor will guide the principal candidate and mentor through competency-based practicum/internship activities and requirements. The practicum/internship will require relevant projects aligned with TEA required Principal competencies. The benchmark for completing Practicum/Internship II will be the successful completion of the required coursework and 160 hours or the second semester of a principal internship under the supervision of the site supervisor and university field supervisor. Candidates will be formally observed and evaluated a minimum of five times over the period of Practicum/Internship I and II. Prerequisite: EDUC 6304.

## **6310. PRINCIPAL AS INSTRUCTIONAL LEADER TEST AND PAL PREPARATION**

The Principal Certification Test Preparation Course Session One is a required course for the principal certification program and provides preparation in testing skills and a PIL standard aligned review of TExES state exam 268 and the PASL (Performance Assessment for School Leaders) 368 Exam. This course requires that both 268 and 368 state PIL exam requirements be thoroughly reviewed before the end of the semester by evidence of: course online discussions and meetings, completion of website practice exam objective and constructive response exam question practice, and peer reviews of PASL draft examples. For PASL review, the emphasis is on PASL Task 1: Problem Solving in the Field with additional support and instruction for TASK 2 and 3 through the PAS website and handbook and examples.

Session One is considered successfully completed based on a pass rate of 85% or higher on: required practice exams, all course requirements, and the minimum completion of the TExES 268 state exam. Candidates may qualify and reach state recommendation status for both exams in Session One based on the above criteria. Candidates will be required to enroll in PIL Test Preparation and PASL Session II should they need or choose to add additional time to complete both 268 and 368 state exam recommendations. Prerequisites: Enrollment in principal certification program. Candidates must be concurrently enrolled in EDUC 6304 Practicum I: The Principal as Instructional Leader Plus Practicum or Internship.

## **6312. EDUCATIONAL LEADERSHIP FOR SCHOOL EFFECTIVENESS AND LEARNING PERFORMANCE**

This course includes the study of major administration theories and the impact of management and leadership on school effectiveness and performance. Participants will identify the elements of an effective school and explore models of school improvement,

how to use instructional rounds, and data driven instruction using data to evaluate student learning results and school improvement initiatives and develop a school improvement plan which leads to a positive school culture for diverse populations.

## ENGINEERING (ENGR)

Schreiner University offers courses leading to a Bachelor of Science degree with a major in Engineering. The three Program Educational Objectives state that within a few years after graduating, Schreiner Engineers will 1. Collaborate on teams, work in a variety of public and private fields, and seek career advancement in their workplace or leadership opportunities in professional organizations or community groups. 2. Contribute to the engineering profession, a changing global society, and their local communities through ethical application of technical, mathematical, scientific, and communication skills. 3. Pursue lifelong learning through licensure, advanced educational pursuits, and/or professional development to stay abreast of global advancements in engineering methods, tools, and technologies.

*There are two tracks in Engineering: Mechanical and Civil*

### **Mechanical Track**

Engineering classes in the Mechanical track include ENGR 1301, 1310, 2310, 2320, 2330, 2340, 3322, 3340, 4102, 4341, 3310, 3320, 4294, 4295, 4340, in addition to 12 hours upper level ENGR electives.

### **Civil Track**

Engineering classes in Civil track include ENGR 1301, 1310, 2310, 2320, 2330, 3322, 4321, 4101, 4322, 2331, 3320, 3330, 4294, 4295, 3321, in addition to 12 hours upper level ENGR electives.

The Mechanical Track will prepare students for careers in Aerospace, Biomedical, Industrial, or Mechanical Engineering. The Civil Track will prepare students for careers in Architectural, Civil, and Environmental Engineering. Students interested in careers in Chemical Engineering should major in either Engineering Mechanical Track or Chemistry Integrative Track, and minor in the other. Students interested in Petroleum Engineering should major in either of the two Engineering Tracks with a minor in Chemistry, or they could major in Chemistry Integrative Track and minor in Engineering. Students interested in Computer Engineering, Computer Science, Electrical Engineering, or Software Engineering should major in Computer Information Technology or Engineering Mechanical Track and earn a minor in the other, then consider a master's degree in their desired field following graduation.

## 1301. INTRODUCTION TO ENGINEERING

This course will provide an introduction to a variety of engineering disciplines. The course will include the development of visualization, technical communication, and documentation skills. Other topics covered include 3-D geometric modeling using current methods and techniques commonly found in industry, an introduction to engineering design, analysis of a machine or system, and team problem solving.

### 1310. TECHNICAL GRAPHICS

This is the beginning course in technical graphics: sketching, three-dimensional visualization, orthographic views, isometric drawing, and auxiliary views, with emphasis on computer-aided drawing (AutoCAD).

### 2310. ENGINEERING STATICS

This course will feature a vector approach to the principles of statics. The course will also include concepts of free body diagrams, distributed loads, properties of areas, second moments, and the laws of friction. Students will also be able to use applications of the theory to simple trusses, frames, and machines as well as produce shear and moment diagrams. Prerequisite: MATH 2422.

### 2320. ENGINEERING DYNAMICS

Basic principles of classical vector mechanics applied to the kinematics and kinetics of particles, systems of particles, and rigid bodies. The student will solve engineering problems using freebody diagrams, equations of motion, force and acceleration, work and energy, and momentum techniques. Prerequisite: MATH 2423, PHYS 2425, and ENGR 2310.

### 2330. MECHANICS OF MATERIALS

This course covers simple stress and strain in deformable bodies, mechanical properties of materials, axial load, torsion, shear and bending moment, flexure and shear stresses in beams, combined stresses, stress transformation, pressure vessels, statically indeterminate members and columns. Prerequisites: ENGR2310 Engineering Statics.

### 2331. SURVEYING

This course covers horizontal, vertical, and angular measurements analytically and using modern equipment in the field Other topics include GPS, GIS, topographic and boundary maps, and leveling. Prerequisites: MATH 2422.

### 2340. ELECTRICAL CIRCUITS

This course covers fundamental circuit components (resistors, capacitors, inductors, op amps); DC circuit analysis (parallel and series, Kirchhoff's Laws, Mesh and Node analysis, Thevenin and Norton equivalent circuits); linear circuit transient and sinusoidal steady state response; motors and generators. Analytical solutions, lab experiments, and computer simulations are all performed. Prerequisites (if any): Math 2422.

### 3101. FLUIDS MECHANICS LABORATORY

This is a lab course, designed to experiment on concepts learned in the classroom. Prerequisite: PHYS 2325, MATH 3324.

### 3102. MATERIALS ENGINEERING LABORATORY

This is a lab course, designed to experiment on concepts learned in the classroom. Prerequisite: PHYS 2325, MATH 3324.

### 3310. ENGINEERING THERMODYNAMICS

This course covers fundamental energy relationships applied to both closed and open systems, determination of thermodynamic properties, first and second laws of thermodynamic processes, and basic cycles. These engineering principles are also contextualized within notable engineering disasters for ethical analysis. Prerequisites: PHYS 2325, MATH 2423, or consent of instructor.

### 3320. FLUID MECHANICS

This course covers fluid properties; fluid statics and dynamics; transport theory and transport analogies, conservation of mass, energy, and momentum; dimensional analysis; boundary layer concepts; pipe flows; compressible flow; and open channel flow. Prerequisites: PHYS 2325 University Physics I, MATH 3324 Calculus III, or instructor consent.

### 3321. ENVIRONMENTAL ENGINEERING

This course covers environmental quality, water quality modeling, water and wastewater treatment systems, sludge processing, solid wastes, hazardous wastes, environmental law, and air pollution control. Since the applications of this field are rapidly evolving, students will also practice learning strategies to aid their future continuing education. Prerequisites: ENGR 3320, or consent of instructor.

### 3322. MATERIALS ENGINEERING

This course explores the microscopic and macroscopic properties, structure, and performance of materials used in engineering applications including metals, concrete, asphalt, wood, ceramics, and composites. Prerequisites (if any): CHEM 1301, ENGR 2330.

### 3330. STRUCTURAL ANALYSIS

This course covers reactions, shear and bending moment, plane and space trusses, influence lines, deflections, virtual work, energy methods, approximate analysis, consistent deformations method, slope deflection and moment distribution methods, introduction to matrix methods. Analytical and computer solution techniques will both be covered. Prerequisites (if any): ENGR 2330 Mechanics of Materials.

### 3340. DESIGN OF MACHINERY

This course covers analytical study of motions, velocities, accelerations, and forces for design of machine elements. Spatial mechanisms, robotics, and actuator selection are also introduced. Prerequisites (if any): ENGR 2320 Engineering Dynamics.

### 4101. GEOTECHNICAL ENGINEERING LABORATORY

This laboratory covers exploration, sampling, and measurement of soil for classification and determination of physical properties needed for geotechnical engineering design. Prerequisites (if any): Corequisite: ENGR 4321 Geotechnical Engineering.

### 4102. ROBOTICS LABORATORY

This hands-on course covers the principles of operating robotic systems. Topics include optimization, motion planning, task planning, Kalman and particle filters, kinematics,

and control algorithms. Projects require programming simulated and physical robots and manipulators. Prerequisites (if any): Prerequisite COSC 1301. Corequisite: Dynamic Systems and Control.

#### **4170. TOPICS IN ENGINEERING**

This is an intensive study of a specific engineering topic. May be repeated when topics vary. Prerequisites (if any): Will vary for each topic.

#### **4196. SENIOR PROJECT IN ENGINEERING III**

This course is part of a culminating yearlong capstone design sequence. Additionally, this course will reinforce engineering ethics. Prerequisites (if any): Senior Project in Engineering I.

#### **4197. SENIOR PROJECT IN ENGINEERING IV**

This course is part of a culminating yearlong capstone design sequence. Additionally, this course will reinforce written and oral technical and professional communication. Prerequisites (if any): Senior Project in Engineering III.

#### **4198. INTERNSHIP IN ENGINEERING**

This course involves learning engineering in a work setting. The nature of the work performed, and time commitment required, will vary for each sponsoring company. May be repeated twice; total 3 credit hours. Prerequisites (if any): Junior Standing.

#### **4294. SENIOR PROJECT IN ENGINEERING I**

This course is part of a culminating yearlong capstone design sequence. Additionally, this course will reinforce engineering ethics and project management topics related to ideation, learning, and scheduling. Prerequisites: ENGR 3321, or ENGR 4322, or ENGR 4340, or ENGR 4341.

#### **4295. SENIOR PROJECT IN ENGINEERING II**

This course is part of a culminating year long capstone design sequence. Additionally this course will reinforce prototyping, testing, economics, and written and oral technical and professional communication. Prerequisites: ENGR 4294.

#### **4321. GEOTECHNICAL ENGINEERING**

This course introduces the field of soil mechanics. Topics include soil classification, compaction, effective stress, shear strength, seepage, and settlement. Applications including foundations, retaining structures, and slope stability will serve as basis for ethical analysis of notable geotechnical engineering disasters. Prerequisites (if any): Prerequisites: ENGR 2330. Corequisite: ENGR 4101 Geotechnical Engineering Lab).

#### **4322. TRANSPORTATION ENGINEERING**

This course covers planning, design, operation, and maintenance of transportation systems. Topics include highway geometric design, pavement design, and drainage; capacity and level of service analysis; signalized intersections; principles of traffic flow; and au-



tomated vehicle technologies. This course will also cover different styles of communication to and from government agencies, private industry, and the general public related to existing and proposed transportation systems. Prerequisites (if any): junior standing or instructor consent.

### 4323. CONSTRUCTION MANAGEMENT

This course introduces the roles and responsibilities of and interactions between owners, engineers, contractors, and suppliers for construction projects. Students will be exposed to contracts, documents, and other project management topics throughout the project life cycle including project specifications, Request for Proposals, estimating, bidding strategies, scheduling, budgeting, risk management, insurance, and ethical principles. Prerequisites (if any): junior standing or instructor consent.

### 4340. HEAT TRANSFER

This course covers convection, conduction, radiation, dimensional analysis and design of heat transfer equipment. This course will also cover different styles of communication to and from government agencies, private industry, and the general public related to energy use. Prerequisites: MATH 3425, ENGR 3310, ENGR 3320, or instructor consent.

### 4341. DYNAMIC SYSTEMS AND CONTROL

This course covers theory, analysis, and design of linear control systems. Topics include system modeling in state space and transfer function form, time and frequency domain analysis, stability, PID feedback control, and linear quadratic regulators. Since the applications of this field are rapidly evolving, students will also practice learning strategies to aid their future continuing education. Prerequisites (if any): MATH 3425, ENGR 2320.

### 4370. TOPICS IN ENGINEERING

This is an intensive study of a specific engineering topic. May be repeated when topics vary. Prerequisites (if any): Prerequisites will vary for each topic.

### 4393. ENGINEERING RESEARCH PROJECT

This is an independent investigation culminating in a written paper and/or conference poster or presentation. Work may be analytical, simulated, experimental, or a combination. Prerequisite: Consent of instructor.

## ENGLISH (ENGL)

Schreiner University offers courses leading to the Bachelor of Arts degree with a major in English. The English program supports the tenets of liberal arts education expressed in the philosophy of the University. English courses prepare students for careers in foreign and public service, law, the ministry, communications, teaching, and research. Both the major and minor prepare students for related graduate studies.

In lower division courses, students focus on reading, writing, research, and other language competencies. Sophomore level literature courses introduce students to a wide range of literature from ancient to modern periods.

In upper division surveys and seminars, students examine national literatures, periods, and genres in depth. Students refine their research and writing skills as they prepare to construct and present a senior project.

Professors encourage English majors and minors to attend plays, readings, and conferences; to publish both scholarly and creative writing; and to participate in university publications such as *The Muse*, and the Schreiner University Yearbook.

The **Major in English** consists of ENGL 2340, 2341, 2306 or 2350 and 2360 plus 33 advanced English hours, excluding ENGL 3307, but including ENGL 3303 or 3351 and 4399, plus 27 hours upper level ENGL.

The **Minor in English** requires 6 hours from ENGL 1301, 1302, 2306, 3303 or 3307. In addition, 12 hours from ENGL 3321, 3330, 3334, 3360, 3361, 3365, 3370, 3371 or 3372.

Students seeking teacher certification in English should consult the Teacher Education section of this catalog for specific course selection.

### 1301. (1301) RHETORIC AND COMPOSITION

A course designed to prepare students for academic writing, this course focuses on mechanics of expression and principles of English usage, refinement of writing techniques, critical writing skills, responses to written materials, and development of a clear, forceful prose style. Students completing this course should be able to present writing in response to a specific reading and demonstrate proficiency in reading and thinking critically.

### 1302. (1302) LITERATURE AND COMPOSITION

Providing an introduction to literature with units on the short story, drama, and poetry, this course emphasizes discussion and writing about great works of literature. Students will learn both to recognize and to apply literary techniques to thematic concerns, explicating short works as they organize and develop essays in MLA format. Prerequisite: ENGL 1301.

### 2306. INTRODUCTION TO CREATIVE WRITING

Introduction to the principles and techniques of creative writing, aimed at developing the creative process. Includes lectures, reading, and writing exercises in poetry, fiction, and creative nonfiction. Prerequisite: ENGL 1301.

### 2310. INTRODUCTION TO JOURNALISM

An introduction to journalistic writing, this course addresses differences between journalism and composition, with particular emphasis on journalistic tasks: writing the lead and a balanced news story; conducting an interview; testing for libel; and preparing layout and design of broadsheet and tabloid pages. Students construct a writing portfolio and publish in the student newspaper. Prerequisites: ENGL 1301.

### 2340. (2332) WORLD LITERATURE THROUGH THE RENAISSANCE

A survey of the masterpieces of world literature from the ancient world through the Renaissance, this course emphasizes historical, generic, and thematic connections. Prerequisite: ENGL 1302.

### 2341. (2333) WORLD LITERATURE FROM THE RENAISSANCE

A survey of the masterpieces of world literature from the Age of Reason to the present, this course emphasizes historical, generic, and thematic connections. Prerequisite: ENGL 1302.

### 2350. INTRODUCTION TO FILM

This course will introduce students to the history of narrative film from an international perspective, the technical components of filmmaking, and the function of film as both an art form and a communication medium. Prerequisite: ENGL 1302.

### 2360. LITERARY CRITICISM

This course addresses theories of literary critique, with emphasis on scholarly research and writing, the application of secondary sources, MLA documentation and the cultivation of a scholarly writing voice. In addition to writing a series of brief response papers, students will write a 6-8 page critical paper that applies a particular critical theory to a primary literary text. Prerequisite: ENGL 1302 or consent of instructor.

### 2370. TOPICS IN ENGLISH

This is an in-depth study of particular topics in English, including the possibility of a travel component. The course may be repeated when topics vary. Prerequisite: ENGL 1301.

### 3303. TECHNICAL COMMUNICATION

This course focuses on technical writing and communicating in the workplace with emphasis on analyzing audience and purpose, organizing information, designing graphic aids, and collaborative and individual practice in oral presentations and interview. Students will write specialized forms such as: abstracts, instructions, proposals, memos, letters, and resumes. Prerequisite: ENGL 1302.

### 3307. ADVANCED COMPOSITION

A capstone composition course emphasizing exposition and argument, this course emphasizes personal and analytical essays, with specific address to audience, purpose, and prose style. Encouraged to practice writing strategies appropriate to their chosen disciplines, students explore contemporary essays and discussions of composition and revision. This course fulfills the advanced English composition distribution requirement, but does not fulfill an advanced English requirement. Prerequisite: ENGL 1302 or COMM 2301.

### 3315. LITERATURE AND MEDICINE

This course will introduce the field of Literature and Medicine and will examine literary representations of medical care, including portrayals of clinicians, depictions of illness/disability, and the narrative ethics surrounding patient-as-subject.

### 3316. CREATIVE WRITING WORKSHOP

The study and practice of techniques of writing poetry, fiction, drama and creative non-fiction, this course will offer the serious creative writer an opportunity to refine their creative process through writing exercises, focus on one genre, close editing, and workshop discussion. Prerequisites: ENGL 2306 or consent of the instructor.

### 3321. STUDIES IN EARLY AMERICAN LITERATURE

This survey of American literature through the nineteenth century emphasizes competing discourses related to historical, social, intellectual, and aesthetic movements. Prerequisites: ENGL 2360 or concurrent enrollment in ENGL 2360 or consent of instructor.

### 3330. STUDIES IN EARLY BRITISH LITERATURE

This survey of British literature through the nineteenth century emphasizes representative authors whose works are related to historical, social, intellectual, and aesthetic movements. Prerequisites: ENGL 2360 or concurrent enrollment in ENGL 2360 or consent of instructor.

### 3334. STUDIES IN SHAKESPEARE

This is the study of the dramatic tragedies, comedies and histories of one of the single greatest writers of all times, William Shakespeare.

### 3351. THE ART OF EDITING

This course will introduce students to the art and methods of editing style, editing for clarity and meaning, and editing for publication. Prerequisite: ENGL 1302 and junior standing, or consent of instructor.

### 3360. STUDIES IN POETRY

A study of poetry, this course will use close examination of specific literary periods or individual authors to develop an inclusive understanding and appreciation of poetic forms, conventions and themes. Prerequisites: ENGL 1302 and a 2000-level English course, or consent of instructor.

### 3361. STUDIES IN PROSE

A study of prose, this course will use close examination of specific literary periods or individual authors to develop an inclusive understanding and appreciation of prose forms, conventions, and themes. Prerequisites: ENGL 1302 and a 2000-level English course, or consent of instructor.

### 3363. CRIME, PUNISHMENT, AND JUSTICE IN LITERATURE

This course explores literary texts about crime, punishment, and justice from diverse periods and places in order to explore how questions of right, wrong, and fairness have been and are understood in various cultures and historical periods. Students will read literary texts that question the psychological and social causes of crime, philosophies of law, the varieties and purposes of punishment, and what justice might mean in different contexts.

### 3365. PERIODS AND GENRES

This course includes readings from and critical approaches to particularly literary periods and genres. Course topics may be broadly periodical (e.g. Medieval Literature), genre oriented (e.g. War Poetry), or focused on an individual author (e.g. W. B. Yeats). This course is designed to accommodate a travel component. Prerequisites: ENGL 1302 and a 2000-level English course, or consent of instructor.

### 3370. TOPICS IN ENGLISH

This is an in-depth study of particular topics in English, including the possibility of a travel component. The course may be repeated when topics vary. Prerequisites: ENGL 1302 and a 2000-level English course, consent of instructor.

### 3371. MYTHOLOGY

This course examines world mythology, with an emphasis on Greek, Roman, Scandinavian, Hebrew, and Native American stories. Since myths symbolize human experience and embody the spiritual values of a culture, they are studied using various interpretations, including historical, sociological, and psychological perspectives. Prerequisite: ENGL 1302 and junior standing.

### 3372. TWENTIETH-CENTURY AMERICAN AND BRITISH LITERATURE

This survey course of twentieth-century American and British literature emphasizes representative authors whose works are connected to historical events, emphasizing social, intellectual, and aesthetic movements, including but not limited to Modernism, Post-modernism, and Post-colonialism. Prerequisites: ENGL 2360 or concurrent enrollment in ENGL 2360 or consent of instructor.

### 4380. DIRECTED STUDY IN ENGLISH

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and appropriate dean. Enrolling students must have upper-level status and at least a 2.0 GPA. This course may be repeated when topics vary. Prerequisites: ENGL 1302, and either 2340 or 2341 and junior standing.

### 4399. SENIOR PROJECT IN ENGLISH

The senior project is a capstone, independent study course, contracted with one or more faculty members. The student will contract to take part in an internship, a service project, a research investigation, or a creative writing project, culminating in a senior thesis, portfolio or comparable senior artifact. Prerequisite: Senior status and approval of the faculty advisor for the project.

## EUROPEAN STUDIES

The **Minor in European Studies**: 21 hours, 9 hours from any language (French, German, Spanish), ART 2340, 2341, ENGR 2340, 2341, HIST 1350, 1351, MUSC 1303, POLS 2303, RELI 1322, 1331 or an approval travel to Europe. In addition 12 hours from: FIN 3371, HIST 3319, 3327, 3328, 3331, 3332, RELI 3321, ENGL 3330, 3334, 3371, POLS 3303, POLS 3372, THRE 3301 THRE 3302.

# EXERCISE SCIENCE (EXSI) AND SPORT MANAGEMENT (SPMG)

Schreiner University offers courses leading to a Bachelor of Science degree with a major in Exercise Science. Exercise Science is the study of scientific applications to human movements and performance. Since it is the means to all accomplishments, movement is one of the most important things that man does. The study of Exercise Science seeks to determine the physiological, psychological, and sociological factors influencing simple movement and/or exercise. The program emphasizes the scientific application of these factors to human performance. The ability to logically and scientifically analyze and evaluate human performance is useful in many areas.

Many professional possibilities exist in the area of Exercise Science, and more are becoming available each year. Some students elect to pursue a teaching certificate in order to teach Physical Education in public or private schools. Other students may choose to work as exercise leaders or fitness directors in private athletic facilities or corporate fitness programs.

**There are two tracks in Exercise Science:** Fitness and Wellness Track and Pre-professional Track.

**For Fitness and Wellness:** EXSI 3320, 3321, 3326, 3398, 4323, 4325, 4327, 4322, 4122, 4326, 4126, and 4395.

**For Pre-professional:** BIOL 2360, EXSI 3307, 3320, 3321, 4323, 4395, 4322, 4122, 4326, and 4126.

In addition, EXSI 2302 is recommended.

Students seeking teacher certification in physical education (EXSI) should consult the Teacher Education section of this catalog for specific course selection.

Schreiner also offers courses leading to a Bachelor of Arts degree with a major in Sport Management.

The Sport Management major prepares students for careers in the fields of sport business, management of sport, and sport marketing by combining business related courses with studies of sport and physical education. Possible employment opportunities in Sport Management include professional sports teams, intercollegiate athletic programs, intercollegiate athletic conferences and associations, public and private facilities, corporate wellness programs, high school athletic programs, private sport clubs, sport marketing firms, and various amateur sport organizations.

The Sport Management major at Schreiner University is designed for those individuals who wish to embark on one of the following career paths: (1) pursue a career in Sport Administration, such as an Athletic Director at a high school; (2) go on to graduate studies and work on college/university level; (3) work with professional sports teams and professional athletes; and/or (4) manage and direct sport facilities such as health clubs, sports arenas, ball parks, and stadiums.

The degree plan is consistent with the accreditation criteria maintained by the North American Society of Sport Management (NASSM).

The major consists of BIOL 2301, 2101, 2302, 2102, ACCT 2301, BSAD 1301, EXSI 1301, 2302, 2305, 2310, 3320, 3323, 3325, 3330, 3340, 3341, 3345, 3350, 3398, 4330, 4341, and 4395.

## **1102. SPORT MANAGEMENT PRACTICUM: EVENT MANAGEMENT**

This is an experiential course in which the entry-level sport management major takes part in practical athletic event management tasks and engages in focused reflection through academic work to construct the knowledge, skills and values needed by professionals in the sport management industry. The assigned athletic event management tasks are predominantly completed on-campus. May be repeated.

## **1103. SPORT MANAGEMENT PRACTICUM: FACILITIES OPERATION**

This is an experiential course in which the entry-level sport management major takes part in practical facility operation management tasks and engages in focused reflection through academic work to construct the knowledge, skills and values needed by professionals in the sport management industry. The assigned facility operation management tasks are predominantly completed on-campus. May be repeated.

## **1201. (1338) INDIVIDUALIZED FITNESS**

This course is designed to give students the knowledge necessary to develop an effective individualized fitness program. Also emphasized is the development and assessment of the four health-related physical fitness components: cardiovascular endurance, muscular strength and endurance, muscular flexibility, and body composition. Nutritional considerations, cardiovascular disease and cancer are also discussed.

## **1301. INTRODUCTION TO EXERCISE SCIENCE AND SPORT**

This course introduces the student to the field of Exercise Science, including physical education and sport. This overview emphasizes historical trends in Exercise Science as they relate to the evolution of the major subdisciplines of the field.

## **1305. FITNESS AND WELLNESS**

Fitness and Wellness is a three (3) hour information-oriented course that will provide scenarios, examples and recommendations for students that will include, but not be limited to: health, fitness, stress management, reproductive choices, chronic disease, environmental health and wellness that can be used for a lifetime and their future career. In general, this course is designed to give students the knowledge necessary to develop an effective individualized fitness program with an emphasis on the development and assessment of the five health-related physical fitness components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. Nutritional considerations, cardiovascular disease and cancer are also discussed.

## **2103. PHYSICAL ACTIVITY: YOGA**

Introduction to Yoga is designed to present the various physical and holistic applications of hatha (traditional) yoga. This will provide students with an opportunity to increase their muscular flexibility and core strength via pranayama, asanas and mental focus through relaxation / meditative techniques. Students must know and demonstrate a basic understanding of 20 asanas, the major types of yoga and the basic historical traditions and background of yoga. Course may be repeated. Appropriate for all students at all class levels.

## **2104. PHYSICAL ACTIVITY: VOLLEYBALL**

This course is designed to present the activity of volleyball, so that the students become more proficient at this sport and increase their enjoyment, knowledge and understanding of it. Does not fulfill EXSI core requirement. Prerequisite: EXSI 1201.

## **2105. PHYSICAL ACTIVITY: TENNIS**

This course is designed to present the activity of tennis, so that the students become more proficient at this sport and increase their enjoyment, knowledge and understanding of it. Does not fulfill EXSI core requirement. Prerequisite: EXSI 1201.

## **2106. PHYSICAL ACTIVITY: RACQUETBALL**

This course is designed to present the activity of racquetball, so that the students become more proficient at this sport and increase their enjoyment, knowledge and understanding of it. Does not fulfill EXSI core requirement. Prerequisite: EXSI 1201.

## **2107. PHYSICAL ACTIVITY: SOFTBALL**

This course is designed to present the activity of softball, so that the students become more proficient at this sport and increase their enjoyment, knowledge and understanding of it. Does not fulfill EXSI core requirement. Prerequisite: EXSI 1201.

## **2108. PHYSICAL ACTIVITY: JOGGING**

This course is designed to present the activity of jogging, so that the students become more proficient at this sport and increase their enjoyment, knowledge and understanding of it. Does not fulfill EXSI core requirement. Prerequisite: EXSI 1201.

## **2109. PHYSICAL ACTIVITY: PICKLEBALL**

This course is designed to present the activity of pickleball, so that students become more proficient at this sport and increase their enjoyment, knowledge and understanding of it. Does not fulfill EXSI core requirement. Prerequisite: EXSI 1201.

## **2120. SPORT MANAGEMENT PRACTICUM: RECREATION – INTRAMURALS**

This is an experiential course in which the entry-level sport management major takes part in practical recreation and intramural management tasks and engages in focused reflection through academic work to construct the knowledge, skills and values needed by professionals in the sport management industry. The assigned facility operation management tasks are predominantly completed on-campus. Prerequisite: Sophomore standing. May be repeated.

## **2302. SCIENTIFIC PRINCIPLES OF COACHING**

This course introduces the student to the three scientific disciplines directly related to human performance: Sports Psychology, Biomechanics and Exercise Physiology. Categorization and presentation of information occurs in two separate areas: First, an investigation of the basis of human performance occurs. Secondly, scientific topics, directly applicable to coaching situations, are presented.



## 2304. READINGS IN EXERCISE SCIENCE AND SPORT MANAGEMENT

This course will focus on the scope and limitations of scientific research in the field of Exercise Science and Sport through an examination of published research literature. The course will examine the research process and encourage critical analysis of content area research in a seminar environment. Specifically, students will focus on the development of a literature review, hypotheses testing and the writing styles of the author(s). The focus of the literature will vary based on the preference of the professor. Prerequisite: Consent of the instructor.

## 2305. SCIENTIFIC FOUNDATIONS OF HUMAN PERFORMANCE

This course is designed to provide EXSI majors with an introduction to the physiology of active human skeletal muscle and how the various body systems adapt to chronic exercise. In addition, students will learn how this information applies to a variety of populations. This class will provide students the basic Exercise Science knowledge that is represented on national personal training certification exams.

## 2310. INTRODUCTION TO SPORT MANAGEMENT

This course investigates the scope of the sport industry nationally and internationally. Functions of management and requisite skills of sport managers will be a primary focus. Attention will be given to the managerial process and its relationship to sport organizations and their products. Students will become acquainted with career opportunities in the sport management field.

## 2370. TOPICS IN EXERCISE SCIENCE AND SPORTS MANAGEMENT

This course is an intensive study of a specific topic within the realm of Exercise Science and Sport Management. It may be repeated when topics vary.

## 3106. ADVANCED PHYSIOLOGY LAB

Required concurrent lab for EXSI 3306.

## 3306. ADVANCED PHYSIOLOGY

This is an advanced study of the physiology of human systems, including weekly laboratory session. This course is intended for students preparing for graduate or professional school in the health sciences. See BIOL 3306 and 3106. Prerequisite: BIOL 2301 and 2101, 2302 and 2102 and Junior standing, or consent of instructor. Concurrent enrollment in lab EXSI 3106. (3-3)

## 3307. EXERCISE PRESCRIPTION FOR SPECIAL POPULATIONS

This course will focus on the study of aerobic and anaerobic concepts of fitness, focusing on the relationships between lifestyle and risk factors of cardiovascular, metabolic and pulmonary diseases. Special emphasis will be placed upon exercise testing and writing exercise prescriptions to improve the health of various special populations. As part of successful completion of the class, participants will earn First Aid/CPR certification. Prerequisites: EXSI 2305. EXSI 2305 CANNOT be taken concurrently with this course.

### **3320. MEASUREMENT AND EVALUATION IN EXERCISE SCIENCE – R**

This course introduces the student to the statistical tools necessary to select, analyze and interpret test data, pertinent to the field of Exercise Science. Students also investigate various physical, cognitive and psychomotor tests and the importance of insuring validity, reliability and objectivity in testing procedures. Prerequisites: MATH 1310 or 1311 and Junior standing.

### **3321. APPLIED ANATOMY AND KINESIOLOGY**

This course examines the anatomical structures and mechanical aspects of human movement. Emphasis is placed on understanding the functional anatomy of the musculoskeletal and articular systems. In addition, pathologies of upper and lower extremities and trunk will be examined as to contributions to abnormal patterns of posture, movement and locomotion. Basic neuromuscular and bio-mechanical principles are introduced. Students will be required to apply their knowledge of anatomy towards understanding individual joint function as well as the integrated function of several joints during complex activities such as normal human locomotion. Prerequisite: BIOL 2301, 2101, 2302, 2102 or consent of instructor and Junior standing.

### **3323. SPORT LAW**

This course is designed to provide physical educators, coaches and other practitioners in the field of exercise science with a background in fundamental legal considerations and the relationship to the working environment. Topics include: The nature of legal concern in physical education and sport; legal duties of practitioners in the field; supervision; safe environments; matters such as waivers, insurance, transportation; and the rights of practitioners and their clients/students. Prerequisite: Junior standing.

### **3324. BIOMECHANICS**

Biomechanics is a foundational undergraduate course in biomechanics that applies and builds on the concepts of Anatomy and Physiology. This course will introduce the concepts of mechanics as they apply to human movement and performance. This course will provide an introductory background in biomechanics for students preparing for a career in Exercise Science, physical therapy, or medical school. Course topics will include analysis of forces in static biological systems, linear and angular dynamics of human movement, energy and power in human activity, application of stress and strain analysis to biological tissues. Prerequisite: BIOL 2301, 2101, 2302, 2102.

### **3325. ETHICS IN SPORTS**

This course will engage students in an exploration of major issues, ethical theories, moral reasoning and their operation of programs in sport, physical activity, fitness and athletics. Prerequisite: PHIL 1310 and EXSI 2310.

### **3326. SPORT AND EXERCISE PSYCHOLOGY**

This course will address how psychological factors influence participation and performance in physical activity, as well as how involvement in physical activity influences the psychological make-up of the individual. Topics discussed in sport and exercise psychology include, among others, motivation, anxiety, mood, emotion, self-confidence, imagery, and performance enhancement. Prerequisite: PSYC 1301.

### **3330. THE HISTORY AND PHILOSOPHY OF SPORT IN AMERICA**

This course examines the role of sport in American culture from the indigenous peoples to the modern day. This examination includes an analysis of the history and philosophy of sport and exercise science (physical education) in the United States and the contributions of women, men, and various social movements to this history. To accomplish this analysis, students study the historical issues of competition, race, ethnicity, and gender in relation to social, political, cultural, and economic philosophies. Prerequisites: Junior standing and EXSI 1301.

### **3340. THE STRUCTURE AND ORGANIZATION OF SPORT**

This course analyzes the growth and development of sport in a global fashion with a special emphasis on the structure and organization of various sports bodies. These include youth sports organizations, public school athletic associations, club/select sports programs, intercollegiate athletics, professional sports institutions, and international sports alliances. Students study the basics of organization, hierarchical structures at all levels, and the production of sporting events (minor to major, local to international). Additionally, historical influences upon current structural and organizational sports models in the United States are considered. Prerequisites: Junior standing and EXSI 1301.

### **3341. THE SOCIOLOGY OF SPORT**

“The Sociology of Sport” is designed to examine sport as it impacts upon various social institutions: including, but not limited to, education, politics, economics, family structure, and religion. Additionally, the undercurrents of society, such as racism, gender issues, and class conflict, will be examined. This examination will result in students having a better understanding of sport and society. These and other issues will be discussed and examined in this course. This is a three-credit hour course required for some degree programs in Exercise Science, or it may be used as elective credit in a degree program. Prerequisite: Junior standing.

### **3345. SPORT FACILITY DESIGN AND OPERATION**

This course is intended to assist the sport management or exercise science practitioner with understanding the variety of elements which are involved in the planning and administration of athletics/recreational facilities. An analysis of the management process involved in the designing and managing of a sport facility, as well as the skills and processes associated with administering a sport event will be considered. Whether the event is participant-centered (e.g. road race, youth tennis tournament) or spectator-centered (e.g., college football game, basketball game, professional golf tournament) all facets of even organization will be examined. Prerequisite: EXSI 1301; Junior standing.

### **3350. SPORT MARKETING AND PROMOTION**

This is an application of the fundamental principles used in the marketing of sport and events. It is an introduction to service quality for increasing customer satisfaction and effectiveness of sport organizations. Prerequisite: EXSI 2310.

### **3380. DIRECTED STUDY EXERCISE SCIENCE AND SPORT MANAGEMENT**

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising

instructor and registrar. Enrolling students must have upper-level status and at least a 2.0 GPA. This course may be repeated when topics vary. Prerequisites: EXSI 2305 and junior standing or consent of instructor.

### **3398. INTERNSHIP IN EXERCISE SCIENCE**

This course is designed to provide practical/clinical experiences to the non-teacher certification Exercise Science major. 135 hours required, at least 90 of which must be in the practical internship. Course can be repeated once. Prerequisite: 75 hours earned.

### **3405. THEORY AND METHODS: TEACHING ACTIVITIES**

This is the study of methods necessary to teach individual, dual and team activities in instructional settings. The course investigates training theories, philosophies and strategies of teaching, curricular considerations and other aspects of performance. Practical application and participation activities are conducted. Prerequisite: Junior standing.

### **4122. EXERCISE PHYSIOLOGY LAB**

Required concurrent lab for EXSI 4322. Lab fee.

### **4126. EXERCISE TESTING – PRESCRIPTION LAB**

Required concurrent lab for EXSI 4326. Lab fee.

### **4322. EXERCISE PHYSIOLOGY**

This course is designed to first review the basic physiology concepts discussed in EXSI 2305 and previous Biology classes. This course will then provide an in-depth analysis of major body systems including cardiovascular, nervous, pulmonary, endocrine and muscular. Weekly laboratory exercises will include investigation of maximal oxygen consumption, lactate and ventilator threshold, parameters of muscular strength and EKG stress testing, among others. Concurrent enrollment in any of the prerequisites is not allowed. Prerequisite: BIOL 2301 and 2101, 2302 and 2102, EXSI 2305 and Junior standing. Concurrent enrollment in lab EXSI 4122.

### **4323. MOTOR LEARNING AND DEVELOPMENT**

The focus of this course is the motor development changes that occur through the lifetime. There will be a focus on the motor development changes that occur from childhood through adulthood. This course will also emphasize the study of how motor development changes influence motor learning. This course will address the topics of fundamental locomotor skills, sensory contributions to skilled performance, environmental factors that influence learning, information processing, and age-related changes to motor development. Prerequisite: EXSI 2305 and Junior standing.

### **4324. ATHLETIC TRAINING: INJURY TREATMENT AND PREVENTION**

This is a study of recognition, diagnosis, and treatment of athletic injuries. The study of methods of conditioning to prevent injury and rehabilitate injured athletes. Prerequisites: BIOL 2301, 2101, 2302, 2102 or consent of instructor and Junior standing. (2-1)

### 4325. NUTRITION AND EXERCISE PERFORMANCE

This course will review the fundamental principles of human nutrition and the current knowledge of the impact of diet on human performance. The dietary nutrients that provide energy for movement, the factors that affect the sources of energy during exercise, and the concept of energy balance and its effect on body weight and body composition will be discussed. Prerequisites: BIOL 2301, 2101, 2302, 2102, CHEM 1101, 1301 or 1303, 1103, and EXSI 4322, 4122, Junior standing.

### 4326. EXERCISE TESTING AND PRESCRIPTION

This course focuses on the study of methods of determining fitness levels and developing safe exercise programs, and developing and administering group exercise programs. Emphasis is placed on exercise testing, evaluation techniques, and exercise prescription. Prerequisite: EXSI 4322. Concurrent enrollment in lab EXSI 4126.

### 4327. ADVANCED TECHNIQUES OF STRENGTH AND CONDITIONING

This course provides students with practical experiences in resistance exercise and spotting techniques. Particular focus will be spent on exercise prescription and periodization techniques. This course will utilize scientific principles of resistance training and strength/power with an emphasis on applications for improving health and performance. Prerequisite: EXSI 2305.

### 4330. SPORT FINANCE

This course is an introduction to financial analysis and budgeting techniques in the context of sport organizations; conventional and innovative methods for the acquisition of revenue available to sport organizations. Prerequisites: ACCT 2301 and EXSI 2310.

### 4341. ATHLETICS ADMINISTRATION

This course will provide students with an overview and orientation for sport administration, leadership, and coaching. Content areas will include organizational behavior, leadership styles, financial management, governance, diversity and other issues that are relevant in competitive athletic settings. Prerequisite: EXSI 2310, 3323.

### 4370. TOPICS IN EXERCISE SCIENCE

This course provides an in-depth study of various topics in Exercise Science, which may not be offered in the regular Exercise Science curriculum. This course may be repeated when the topics vary. Prerequisite: Junior standing.

### 4395. RESEARCH APPLICATION – R

This is a senior level course that is designed to teach students and help them apply research method designs, common methods of analyses, and interpreting research data. Prerequisite: EXSI 3320, Senior standing and 18 hours of EXSI. Co-enrollment in EXSI 3320 is not allowed.

## 4396. CERTIFICATION PREPARATION

This course prepares students to sit for a field-related certification examination offered by the respective certifying organization. The most expert faculty member in the chosen field will guide the student in an independent study of the exam material. At the end of the course, students are encouraged to register for and complete the certification examination or activities. Prerequisite: Senior status and 18 hours of EXSI.

## FINANCE (FIN) (SEE BUSINESS)

Graduates with a BBA in Finance major, work in public, private, government, and not-for-profit organizations. The program includes 39 hours in related advanced major field courses. A **Major in Finance** consists of the following upper level courses: BSAD 3311, BSAD 4321, BSAD 4331, BSAD 4342, BSAD 4351, FIN 3362, FIN 3363, FIN 3364, FIN 4361, FIN 4362, FIN 4398 and 6 hours upper-level FIN.

A **Minor in Finance** consists of: BSAD 1301, BSAD 2331, FIN 2342, FIN 3363, FIN 3364 and 6 hours from FIN 3362, 3365, 4361, 4362 or 4366.

A **Minor in Banking** consists of: ACCT 2301, BSAD 2331, FIN 2342, ACCT 3301, FIN 3351, FIN 3352 FIN 3398.

## 2301. PERSONAL FINANCE

This course is a study of financial related issues encountered in managing personal economic and life affairs. Students explore sources of personal income, saving options, credit management, consumer spending, buying a home versus renting, insurance, budgeting, managing your taxes, automobile leasing and buying, investing and retirement planning, career planning, resumes, and interviewing techniques.

## 2342. PRINCIPLES OF FINANCE

This course is an introduction to analytical financial management, including short-term credit policies, capital budgeting, risk, long-term funding, financial leverage, and the cost of capital. Special topics such as mergers, consolidations, bankruptcy, and reorganizations will also be considered. Prerequisites: BSAD 1301 and MATH 1311.

## 3351. CREDIT ANALYSIS

This course will be a comprehensive and in-depth coverage of credit analysis. The course will introduce students to the fundamentals of credit risk and risk management. It will draw on materials developed for university banking programs by the Risk Management Association. In addition, members of the Schreiner University banking advisory panel will be invited to apply credit analysis principles to actual credit situations in a variety of areas of lending, including agricultural credit. Students will be judged on their analysis and decision on an actual lending situation by banking panel members Prerequisites: Finance 2342 Principles of Finance.

### **3352. COMMERCIAL BANKING**

This course will study the special role of commercial banks in the financial system and the economy. It will cover the role of commercial banks in the payment system and in the provision of credit to various sectors of the economy. The course will examine the various risks faced by banks and the importance of risk management. Banks are among the most heavily regulated businesses, and this course will examine the rationale for bank regulation and the various forms it takes (and the importance of compliance). A special focus will be on rural banks. Prerequisites: Finance 2342 Principles of Finance.

### **3353. FINANCIAL PLANNING FOR WEALTH MANAGEMENT**

This course provides an overview of comprehensive financial planning including insurance, investments, debt, income tax planning, retirement and estate planning. The course is designed for students to learn how to develop financial plans with a focus on private wealth management strategies. Prerequisites: FIN 2301, Fin 2342, ACCT 2301, BSAD 2331.

### **3362. FINANCIAL INSTITUTIONS AND MARKETS**

This course is an in-depth study of the US financial systems, the financial intermediation process, and the role of money. Among the topics covered are interest rates, credit markets and investments, money and inflation, and regulation of financial institutions. Prerequisites: BSAD 2331 and FIN 2342.

### **3363. MANAGERIAL FINANCE: MARKETS AND THE FIRM**

This course examines the power that microeconomics has on business-related decision-making processes within the firm. The course examines traditional principles of price theory, market and organizational behavior, strategic management, human resource management, and related emerging issues. Students will explore logic and conceptual modeling of costs, prices, markets, and personnel as well as the cost/benefit that each business decision has towards maximizing sustainable and ethical profit. The course addresses the concept and skills required of the “T”-shaped professional. Optional travel may be included. Prerequisites: FIN 2342.

### **3364. INTERNATIONAL FINANCE AND THE ECONOMICS OF MICROFINANCE**

The course strives to build upon the Principles of Finance foundation, recognizing that national and multinational corporations continue to expand globally. This course provides a background on the international environment and focuses on the managerial aspects from a corporate perspective, providing and developing the tools throughout the course to understand the international financial environment so as to effectively manage within it. The second half of the course introduces an accessible and engaging analysis of the challenges of the global expansion of finance in emerging markets, as well as presenting the key ideas driving micro finance, integrating theory with empirical data and addressing a range of issues, including savings and insurance, the role of women, impact measurement, and management incentives. This course may include optional travel. Prerequisites: FIN 2342.

### 3365. FINANCIAL MANAGING FOR VALUE CREATION

Financial Managing for Value Creation is a course that recognizes the importance of using financial information to maximize firm value through a analytical introduction to financial management. Based on modern finance principles, the course presents an advanced focus on the most recent financial data and latest references subjected to a high level of practicality and rigorous analysis within the context of financial management problems that executives commonly face. In addition, related case studies analyze the same set of companies throughout the text to provide a common thread that reinforces the principles and practices of value creation. Optional travel may be included. Prerequisites: FIN 2342.

### 3371. THE EUROPEAN UNION AND BEYOND

The European Union and Beyond investigates a wide range of market realities, tensions and public policy decisions that have shaped the history, as well as current societal and economic successes and challenges facing the European Union. The course provides a rich setting that provides a deeper understanding of the interconnectedness of cultures, policies, and economies across the European Union, directed through engagement of shared readings, daily discussions and weekly writing assignments. Prerequisites: None.

### 3398. BANKING INTERNSHIP

In this class, the student will spend the summer term as a paid intern in a commercial bank under the supervision of a bank mentor and direction of a Finance Department faculty advisor. Prior to the internship, the student will develop a set of objectives and plans for the internship, working with the bank mentor and faculty advisor. The internship will involve the application of tools learned in the classroom to lending and other activities of commercial banks. Prerequisites: FIN 3352 Commercial Banking and FIN 3351 Credit Analysis.

### 4361. INVESTMENT MANAGEMENT

This course is a study of stocks, bonds and options, basic mechanics and principles of investing and portfolio management, pricing and analysis of securities and derivative instruments, and option strategies. Prerequisites: BSAD 2331, FIN 2342, ACCT 2301, and MATH 2330.

### 4362. INTERMEDIATE FINANCIAL MANAGEMENT

This is a study of corporate valuations, strategic investment decisions, working capital management, and tactical and strategic financing decisions. Special topics also include derivatives, risk management, mergers, and bankruptcy, reorganization, and liquidation. Prerequisites: FIN 2342 and FIN 3362.

### 4364. RISK MANAGEMENT AND INSURANCE

This course focuses on understanding the contemporary methods of identifying, appraising, and measuring risks that may cause severe loss or interrupt an organization's functional continuity. The techniques utilized to analyze and manage risk exposures are also explored. Students will study the traditional tool of risk management: insurance, specifically, life, health, disability, property and casualty, liability, loss of income, business interruption, and other forms of insurance will be examined in detail. Prerequisite: FIN 2342.



### **4366. REAL ESTATE FINANCE AND INVESTING**

This is a study of real estate ownership, agency, contracts, disclosures, title transfer, deeds, leasing, mortgage instruments, and career opportunities. Students will explore the respective activities of real estate sales, property management, and ownership. Special emphasis on types of financing: adjustable mortgages, blended-rate loans, reverse mortgages, equity sharing, wraparounds, graduated payments, blanket mortgages, and seller financing. The course does not satisfy any licensing requirements for realtors or brokers. Prerequisite: FIN 2342.

### **4370. TOPICS IN FINANCE**

This is a study of selected topics in the field of business. Topics will vary; course may be repeated. Prerequisites: Upper-division standing.

### **4380. DIRECTED STUDY IN FINANCE**

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the dean. Prerequisites: Upper-division standing, a minimum of a 2.0 GPA, and FIN 2342. May be repeated as topics vary.

### **4398. PROFESSIONAL INTERNSHIP IN FINANCE**

This is supervised field employment which provides the opportunity for the student to apply prior learning to practical job experiences. Prerequisite: Senior status and an approved internship application.

### **4399. SENIOR PROJECT IN FINANCE**

This is an independent research investigation culminating in a senior thesis or comparable senior project. Prerequisites: Senior standing and an approved thesis or project application.

### **5312. RESOURCE MANAGEMENT**

This course will focus on developing skills, knowledge, and abilities associated with financial planning and management control systems in complex organizations. Topics covered include: financial theory, methods and techniques that support effective analysis of the financial implications of program alternatives, cash and capital budgeting, risk and return analysis, and long-range financial planning in the current day managerial environment. Prerequisite: Admission to MBA program.

## **FRENCH (FREN)**

Students with a placement score at the level of FREN 1402 or above may, upon written request to the Registrar, be given credit for required courses at the appropriate level.

### **1401. ELEMENTARY FRENCH I**

This is an introductory course which focuses upon basic reading, writing, listening and speaking of French. Significant aspects of French-language cultures are also addressed. This course is the first in a sequence of introductory French courses.

## 1402. ELEMENTARY FRENCH II

This course, a continuation of FREN 1401, expands reading, writing, listening and speaking skills as it expands knowledge of French-language cultural traits. Prerequisite: FREN 1401 or appropriate placement test score.

## 2303. (2311) INTERMEDIATE FRENCH I

This course provides a comprehensive review of major grammatical structures and vocabulary and expands upon them via cultural and contemporary readings. Course conducted primarily in French. Prerequisite: FREN 1402 or appropriate placement test score.

## 2304. (2312) INTERMEDIATE FRENCH II

This course expands upon information presented in FREN 2303. Course conducted primarily in French. Prerequisite: FREN 2303 or appropriate placement test score.

## 4370. TOPICS IN FRENCH

This is a study of subjects not otherwise offered. May be repeated when topics vary. Prerequisite: FREN 2304.

## 4380. DIRECTED STUDY IN FRENCH

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Normally, students enrolling will have upper-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

# GERMAN (GERM)

Students with a placement score at the level of GERM 1402 or above may, upon written request to the Registrar, be given credit for required courses at the appropriate level.

## 1401. ELEMENTARY GERMAN I

This is an introductory course which focuses upon basic reading, writing, listening and speaking of German. Significant aspects of German-language cultures are also addressed. This course is the first in a sequence of introductory German courses.

## 1402. ELEMENTARY GERMAN II

This course, a continuation of GERM 1401, expands reading, writing, listening and speaking skills as it expands knowledge of German-language cultural traits. Prerequisite: GERM 1401 or appropriate placement test score.

## 2303. (2311) INTERMEDIATE GERMAN I

This course provides a comprehensive review of major grammatical structures and vocabulary and expands upon them via cultural and contemporary readings. Course conducted primarily in German. Prerequisite: GERM 1402 or appropriate placement test score.

## 2304. (2312) INTERMEDIATE GERMAN II

This course expands upon information presented in GERM 2303. Course conducted primarily in German. Prerequisite: GERM 2303 or appropriate placement test score.

## 4370. TOPICS IN GERMAN

This is a study of subjects not otherwise offered. May be repeated when topics vary. Prerequisite: GERM 2304.

## 4380. DIRECTED STUDY IN GERMAN

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Normally students enrolling will have upper-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

# GRAPHIC DESIGN (DESN) (SEE ART AND DESIGN)

## 1301. PRINCIPLES OF TWO DIMENSIONAL DESIGN

This is a studio course concentrating on the elements and principles of two-dimensional design intended primarily for the design major, but it also fulfills the fine arts requirement for the core curriculum and for certain other degrees. This is NOT recommended for non-Art majors. While the emphasis will be on studio exercises and problems, other instructional methods will include lecture, demonstration, audio/visual presentations, guest lectures, and field trips. A studio supplies fee will be assessed. (3-3)

## 1303. INTRODUCTION TO DESIGN

This course offers a diverse investigation of the universal principles of design from scientific and cultural perspectives. It is a discussion of the contributions of design thinking to the understanding of observation, problem solving, traditional and contemporary techniques for implementation, as well as the influence of the arts and sciences to design impacting society. More time is allotted for this course to allow for field trips and assignments in various two- and three-dimensional media. This is an introductory art class recommended to fulfill the core fine arts requirement for non-art majors.

## 2304. COMPUTER ILLUSTRATION

An intermediate graphic design course, which explores the methods and techniques of computer-generated illustration. An emphasis on compositional development, visual problem-solving, verbal articulation and presentation of creative projects will be accentuated. This course focuses on idea generation of logo design, corporate identity packages, and branding through the application of illustration software. A studio supplies fee will be assessed. Prerequisite: ART 1302 with a "C" or better. (3-3)

## 2360. INTRODUCTION TO ELECTRONIC MEDIA

An introductory course to electronic media and interactive multimedia focused on the creation of electronic media and content management. This course will focus on brainstorming and creativity exercises and be expressed through the application of electronic media. If taken on-line, to participate in this course, on-line students must have access to the latest version of the software being utilized in this class (please consult with the instructor), and high speed internet access. A studio supplies fee will be assessed. Prerequisite: Sophomore level standing or consent of the instructor.

## 2450. TYPOGRAPHY I

An introductory course in the art of lettering, as well as a comprehensive overview of the history of typography and basic typographic design. The focus of the class will span from the beginning of written communication through the beginning of the 20th century. This course explores the evolution of symbols and letterforms, type anatomy, syntax, and formatting for effective communication design, as well as creative and expressive contexts. Also explored is the impact of technology on type design. This is a dual disciplinary course, which includes a formal survey component of graphic design to recognize and appreciate historic milestones, with a design studio to apply this knowledge and develop artistic and technical skills with a deeper cognitive understanding of their origins and application. A studio supplies fee will be assessed. Prerequisite: Sophomore level standing or consent of the instructor. (3-3)

## 3301. PACKAGING AND WAY-FINDING SOLUTIONS

This course explores the creation of packaging, signage, and interactive way-finding design solutions. Coursework will be created using traditional methods as well as virtual 3D modeling software, with a focus on conceptual and critical thinking. Emerging technologies will be incorporated into course work for the creation of laser engraved/cut signage solutions and package prototypes will be created utilizing 3D printer technology. A studio supplies fee will be assessed. Prerequisite: DESN 2304.

## 3312. MULTIMEDIA

This course is an introduction to the wide-ranging use of computers in the production of film and videotape and the implications for its future use. The histories of both media, as well as techniques for design implementation, are covered. Students generate scripts and story boards and produce titling and optical effects in the lab, integrating image manipulation software and other image processing support. Projects focus on corporate identity and other individual applications in the computer graphics industry. A studio supplies fee will be assessed. Prerequisite: DESN 3301. (3-3)

## 3322. WEB DESIGN – R

This course will explore current techniques in web design and development, with emphasis given toward front end development, authoring, creation, implementation, and management of web pages using various web development tools such as Adobe Dreamweaver, Adobe Edge Animate and Text Editing applications such as Coda and Komodo. Programming language and tools employed include HTML, CSS, JAVA and JAVASCRIPT.

### 3325. ILLUSTRATION FOR DESIGN

This course addresses advanced concepts in illustration and seeks to expand students' capability to solve visual problems with creative, individual and expressive imagery. Assignments provide the context for this exploration and challenge students to explore new territory in their search for ideas. Practical illustration problems encountered in creating art for publication, advertising, typography, packaging, and other design forms will be addressed. Illustration for design embraces strong conceptual approaches to picture making and stresses the interpretation of narrative. Idea development within structured practical application, originality, aesthetics, appropriateness of imagery, and technical proficiency are emphasized. Various materials, techniques, and media are explored, including the readying of materials for digital and print publication. Unique approaches to problem solving are encouraged. Prerequisites: ART 1301, ART 1303, or consent of instructor.

### 3350. GRAPHIC DESIGN I

This course concentrates on applications of graphic design principles and theory through the study of typographic function and page layout using Adobe InDesign. Individual design work and group collaboration is required while a creative process is developed. Professionalism and attention to detail are emphasized as techniques in design critique and presentation refinement are explored. Students demonstrate and refine their skills by working with actual clients seeking real-world solutions to communication needs. A studio supplies fee will be assessed. Prerequisite: Completion of DESN 2450 and DESN 3430 with a "C" or better AND pass Mid-Point Review within the Communication Design Major.

### 3430. TYPOGRAPHY II

This course surveys the history of graphic design from the beginning of the 20th Century to the present, with an emphasis on typography and graphic design through the development of rational methodologies with consideration of form, unity and technology. This is a dual disciplinary course, which includes a formal survey component of graphic design to recognize and appreciate historic milestones, with a design studio to apply this knowledge and develop artistic and technical skills with a deeper cognitive understanding of their origins and application. Prerequisite: Intended for design majors only; DESN 2450 with a "C" or better. (3-3)

### 4302. BRANDING SOLUTIONS

Building on the multiple client experiences in Graphic Design I, this advanced graphic design course explores corporate identity and advertising strategies focused on an immersive semester long single client experience. Students will select a client and collaborate with the instructor and client to determine the development of a branding and marketing strategy, including print and multimedia processes that satisfy client needs. This course will also serve as preparation for DESN 4360 – Professional Portfolio, in which previously completed projects will be reviewed and polished for the student portfolio. A studio supplies fee will be assessed. Prerequisite: DESN 2304, DESN 2450, and DESN 3350.

## 4310. PRE-PRESS AND PRINT MANAGEMENT

This course includes the preparation and output of digital computer files on state-of-the-art digital printers using a variety of software. The course will stress the correct preparation of files for optimal output results. Emphasis will be on the proper calibration of printers and computer to optimize final output quality. Also stressed will be the understanding of paper, its characteristics, and how to choose the correct paper and ink within the budget constraints of a given job. A studio supplies fee will be assessed. Prerequisite: DESN 3350.

## 4312. MOTION GRAPHICS

This is an advanced course intended to train designers interested in motion graphics and digital media. Students will learn and explore the techniques of motion graphics creation through the use of software programs utilized by design studios. This course emphasizes design from a problem-solving point of view with an emphasis in concepting, form generation, timing, and appropriate image and typographic selection as a means of visual communication. A studio supplies fee will be assessed. Prerequisite: DESN 2304 with a “C” or better.

## 4320. ADVANCED WEB DESIGN

This course will explore advanced techniques in front-end web design and development, authoring, creation, implementation, and management of web pages using various design tools such as Adobe Dreamweaver, Adobe Edge Animate, Text Editing applications, and Content Management Systems. Special emphasis is given toward responsive web design that is targeted for mobile and tablet devices. Programming language and tools employed include HTML, CSS, JAVA and JAVASCRIPT. Prerequisite: DESN 3322.

## 4351. GRAPHIC DESIGN II

This course explores advanced design solutions to real-world client communication needs. Students work directly with actual clients who are seeking creative solutions to their communication design needs. Personal creative skills are refined as students expand their personal creative style while aligning with client needs. The class operates as a professional design firm to hone individual and collaborative skills. Students have the opportunity to be part of a design team while working with authentic clients from outside the University. Creative interaction is fostered and leadership skills are developed through Art Director and Creative director positions on projects. Professionalism, attention to detail, and verbal skills are emphasized through client presentations and critique. The course may contain an optional travel component during school breaks. Prerequisite: DESN 3350 with a grade of “C” or above.

## 4360. PROFESSIONAL PORTFOLIO

In preparation for job interviews, a graphic design portfolio is assembled and refined. Students make preparation for entering a career field or pursuing graduate studies. Working individually with an instructor, each student selects pieces showcasing work that represents a unique style and demonstrates over-all conceptual abilities. In coordination with the printed portfolio, students will develop and publish a web site that will serve as their on-line portfolio. This course should be taken in the last year of the degree program

just prior to DESN 4399: Senior Project. A formal application process into DESN 4399: Senior Project in Graphic Design course will be conducted. A studio supplies fee will be assessed. Prerequisite: Senior status and approval of the department chair and consent of instructor.

#### **4398. PROFESSIONAL INTERNSHIP IN GRAPHIC DESIGN**

Faculty members coordinate the program with upper-level students to work part-time with cooperating employers. This course provides the opportunity to apply prior learning to supervised practical field circumstances and gain employment experience. Students are required to keep a log, communicate weekly with the supervising instructor, and maintain attendance requirements. Although the faculty will assist, it is the responsibility of the student to acquire the internship. Course may be repeated once for credit as an elective. Prerequisite: DESN 4351, Senior standing, and consent of instructor.

#### **4399. SENIOR PROJECT IN GRAPHIC DESIGN**

This is the culmination of the degree program. This capstone course is the visualization of the thesis developed and presented during DESN 4360: Professional Portfolio with emphasis on visual and verbal communication. The student will produce an exhibition of their work that demonstrates their creativity and professionalism as a designer. The student will finalize their professional print and website portfolio begun in DESN 4360: Professional Portfolio. A senior exit interview will be conducted at the end of the semester. Prerequisite: Senior status and approval of the faculty committee, which reviews thesis proposals in the semester before the Senior Project course is to be taken.

## **HEALTH SCIENCES**

Schreiner University offers four degrees in the Health Sciences to prepare students to enter graduate programs in Pre-Occupational Therapy, Pre-Pharmacy, Pre-Physician Assistant, and Pre-Chiropractic Medicine. The four tracks allow a variety of upper level courses in Psychology, Biology, Chemistry and Public Health. The distinctions for each major are listed within the collateral and prerequisite courses.

Schreiner offers the Bachelor of Arts Health Sciences in Pre-Occupational Therapy and the Bachelor of Science Health Sciences in Pre-Pharmacy, Pre-Physician Assistant and Pre-Chiropractic Medicine.

#### **4398. HEALTH SCIENCES INTERNSHIP**

The health science internship is a required capstone course for juniors and seniors seeking a degree in the health sciences. The internship experience will provide students with exposure to a professional healthcare environment and the opportunity to apply and incorporate the skills and knowledge learned through coursework in a relevant professional setting. 135 hours required, 90 hours of which need to be in the practical internship. Prerequisites: Junior or Senior Standing.

# HISTORY (HIST)

Schreiner University offers courses leading to the Bachelor of Arts degree with a major in History, with concentrations in either American or European History. The program is designed to instill in students a broad and analytical outlook which is essential for a truly educated and productive citizen.

Lower level courses focus on acquisition of historical knowledge, historical thinking, writing skills, and conceptual analysis.

Upper division courses and seminars emphasize historical research, evaluation of sources, and critical historical analysis. The history faculty assumes that an objective and accurate assessment of historical trends will cultivate in each student a greater awareness and appreciation of contemporary society and lead to greater individual awareness and appreciation.

Employment opportunities for liberal arts graduates in general, and History majors in particular, are expanding significantly. History graduates are qualified to enter fields such as teaching, law, foreign and government service, paralegal professions, business, communications, and research. Both the major and minor in history prepare students for related graduate studies.

*A major in History consists of the following:*

- HIST 1301, 1302, 1350, 1351, and 2350.

*In addition, majors must have 30 advanced semester hours:*

- HIST 4360 or 4399 is required.
- The minor in Mexican-American Studies includes HIST 1301, 1302 or 1350, 1351 and 3341, 3342, 3352 and 3359.

Students seeking teacher certification in history should consult the Teacher Education section of this catalog for specific course selection.

## 1301. (1301) UNITED STATES HISTORY THROUGH THE CIVIL WAR

This is an analysis of United States history from its colonial foundations through the Civil War. Areas of study include the Revolution, the promulgation of the Constitution, the Federalist period, Jacksonianism, Manifest Destiny, and a causal analysis of the Civil War.

## 1302. (1302) UNITED STATES HISTORY SINCE THE CIVIL WAR

This is a continuation of United States history covering such topics as Reconstruction, Populism, Progressivism, the two world wars, and the post-World War II period.

## 1350. (2321) WORLD CIVILIZATIONS TO 1600

This is an historical study of man from ancient times to the beginning of the modern age. Emphasis is on the social, cultural, and intellectual history of the period.



### 1351. (2322) WORLD CIVILIZATIONS FROM 1600

This is an historical study of the rise of man from the Renaissance. Topics include the rise of modern thought, the genesis of modern science, industrialism and its byproducts, nationalism, and the two world wars. The emphasis is on the intellectual, social, and cultural history of the period.

### 2170. TOPICS IN HISTORY

This is an in-depth study of particular topics in history, either American, European, non-Western. May be repeated when topics vary.

### 2270. TOPICS IN HISTORY

This is an in-depth study of particular topics in history, either American, European, non-Western. May be repeated when topics vary.

### 2303. (2301) TEXAS HISTORY

This is a study of Texas from 1517 to the present. Topics include colonial status, nationhood, statehood; reconstruction; the rise of the cattle kingdom; expansion of transportation and industry; and recent political, economic, and social developments.

### 2350. INTRODUCTION TO HISTORICAL METHODS

This course is designed to acquaint prospective history majors with the skills and knowledge to think critically about historical perspectives and eras and to write papers based on sound historical research methods. Prerequisites: HIST 1301/1302 or HIST 1350/1351 or consent of the instructor.

### 2370. TOPICS IN HISTORY

This is an in-depth study of particular topics in history either American, European or Non-Western. May be repeated when topics vary.

### 3311. TOPICS IN U.S. HISTORY FROM 1900

This is a history of the United States' recent past. Utilizing specific themes, students will develop a thorough understanding of the political, social, economic, and cultural developments of the period. Themes, such as Civil Rights in the U.S., American Popular Culture, U.S. in the World Wars, and The Modern Presidency will be offered on a rotating schedule. Prerequisite: HIST 1302 or consent of instructor. The course may be repeated for credit when topics vary.

### 3313. AMERICAN WOMEN'S HISTORY

This course is an examination of American women from the colonial period to the present. Within the context of race and class in the United States, the course will look at the social, cultural, political and economic roles of women and their contribution to American life and society. The focus of the class will be not only on the status of women in American history but also on what their status tells us about larger issues in American history and life. Prerequisites: HIST 1301, 1302.

### 3318. U.S. AND GLOBAL SOUTH SINCE 1945

This course will discuss how themes of decolonization, Cold War, Third World nationalism, immigration, drug trafficking, Islamic radicalism, and terrorism have characterized U.S. relations with countries in Latin America, Africa, and the Middle East since the end of the Second World War. Prerequisites: None.

### 3319. ANCIENT AND CLASSICAL EUROPE

This course will provide an overview of the political, diplomatic, social, and cultural history of Europe from prehistory to the fifth century. Beginning with the ancient world and the first migrations into Europe, the course will cover watershed topics such as migration patterns, first civilizations, classical Greece and Rome, and the early development of European Christianity.

### 3321. THE REFORMATION ERA

This is a comprehensive treatment of the period from 1500 through 1650, during which time the unifying umbrella of Christianity was shattered. Topics include a causal analysis of the Reformation, Lutheranism, the spread of Protestantism and the Catholic revival, and religious conflicts and consequences. See RELI 3321.

### 3327. MODERN EASTERN EUROPE AND RUSSIA

This course will provide an overview of the political, diplomatic, social, and cultural history of Eastern Europe from the eighteenth century to the present. The course begins by considering the region's experience with modernization under the Hapsburg, Ottoman, and Russian empires until their breakup after World War I. It will then examine the political reorganization of the region during the interwar period, its experience during World War II, and then the communist era. It will conclude with an examination of the anti-communist revolutions from 1989-1991 and the post-communist period.

### 3328. MODERN WESTERN EUROPE

This course will provide an overview of the political, diplomatic, social, and cultural history of Western Europe from the fourteenth century to the present. Beginning with the Renaissance, the course will cover watershed topics such as the Reformation, imperial expansion, the Enlightenment, the Age of Revolutions, and industrialization. It will then address Western Europe during the World Wars and the Cold War, while concluding with a look at contemporary Europe.

### 3331. EUROPE IN THE WORLD WARS

This course will consider World War I and World War II in Europe from a variety of historical perspectives, including diplomatic, military, political, social, and cultural. It will address the conditions that led to the outbreak of the World Wars, the objectives and outcomes of the parties involved, and the impact of the wars on Europe domestically.

### 3332. MEDIEVAL EUROPE

This course will provide an overview of the political, diplomatic, social, and cultural history of Europe during the Middle Ages. Beginning with the fourth century, the course will cover watershed topics such as the Byzantine Empire, medieval state formation and

warfare, medieval migrations, the shaping of European Christianity, and the cultural and intellectual developments of the period. It will conclude by overviewing the shift to modernity by the fifteenth century. Prerequisites: None.

### 3341. IMMIGRATION HISTORY

This course is an in-depth analysis of the history of immigration and immigrant communities based on the reading and discussion of significant historical texts. It considers immigration from a global perspective, but with a focus on immigrant communities in the United States and Texas in particular.

### 3342. LATIN AMERICAN – U.S. RELATIONS SINCE 1810

This course will discuss U.S.-Latin American relations since the early 1800s. It will compare and contrast the paths to independent statehood between the United States and Latin American states; the rationale for U.S. territorial and commercial expansion into the Western Hemisphere during the nineteenth century; the ways in which revolution throughout Central America and the Caribbean initiated constant U.S. intervention into Latin American affairs during the early twentieth century, and how fears of the spread of Communism during the Cold War renewed U.S. interventionism into Latin America; the social and political effects of globalization (the “Washington consensus”) on U.S.-Latin American relations after the end of the Cold War, as well as problems such as the swing to the political left, the proliferation of crime, and immigration since the 1990s. Prerequisites: None.

### 3352. HISTORY OF MEXICO

This is the history of Mexico before 1910 and more intensive study of the later periods. Both domestic and foreign affairs considered; emphasis on Mexico’s relations with other nations of the Western World. Prerequisite: Twelve semester hours of history and/or political science.

### 3361. MODERN EAST ASIA

This course is an examination of contemporary Chinese and Japanese history designed to acquaint students with the broad historical, cultural and economic factors that make these countries unique and interesting. May also include Indochina and Korea. Prerequisites: HIST 1301/1302 or HIST 1350/1351 or consent of instructor.

### 3362. THE VIETNAM WARS, 1950-1975

This course provides a detailed analysis of U.S. involvement in Southeast Asia from the 1940s to 1970s. Students will discuss various topics during our semester: the origins of Vietnamese nationalism, how the First Indochina War fit within a larger context of decolonization after World War II, why Cold War diplomacy determined a U.S. commitment to contain the spread of Communism in Vietnam, and the reasons why the United States engaged in an all-out war in Vietnam by 1965. Students will discuss how the U.S. military strategy of containment contrasted with the Vietnamese nationalists’ struggle for self-determination. And will analyze how the Vietnam War ended the Cold War consensus in U.S. society. The study will include how the United States’ loss of the Vietnam War showed the shortcomings of U.S. power, left a powerful and bitter legacy for Americans, and influenced the practice of U.S. foreign policy for decades to follow. Prerequisite: HIST 1302.

### 3395. READINGS IN MEXICAN-AMERICAN HISTORY

This course will allow students to delve deep into the history of Mexican Americans in U.S. society by discussing the various political, social, and cultural factors that comprise the “Mexican-American” identity.

### 4360. DISCOURSES IN HISTORY

This is a capstone course that focuses on an in-depth analysis of historical inquiry; its nature, process, lessons, limitations, and value. Prerequisites: 24 hours of history and senior status, or consent of instructor.

### 4370. TOPICS IN HISTORY

This is a study of specific in-depth and analytical study of particular topics in history, either American, European, or non-Western. May be repeated when topics vary.

### 4380. DIRECTED STUDY IN HISTORY

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Normally students enrolling will have upper-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

### 4399. SENIOR PROJECT IN HISTORY

This is an independent capstone research investigation culminating in a senior thesis or comparable senior project. Prerequisite: Minimum overall GPA 3.25.

## INTERDISCIPLINARY STUDIES (IDST)

### 1101. FRESHMAN STUDIES

This first-year seminar is designed to introduce the incoming college student to the academy of research, scholarship, thought, and knowledge. The seminar will investigate a variety of relevant and timely topics which will vary from section to section. Each class will emphasize close and critical reading, lively class discussions, and practice in academic research and writing.

### 1102. MOUNTAINEER LEADERSHIP ACADEMY – FRESHMAN (SPRING)

This course is the freshmen common course requirement for the Mountaineer Leadership Academy. The course explores and reflects on different leadership philosophies of servant leadership, relational leadership, social model of leadership, and transformational leadership, to create a foundation of understanding for students to begin to establish a personal leadership philosophy. Prerequisite: Completion of IDST 1301 or consent of instructor.

## 1105. HONORS SEMINAR

This is designed specifically for freshmen honors students. Discussion topics will span a range of ideas and will include The World of Politics, Economics, Psychology, Science, Philosophy, and The Arts. Prerequisite: Admission into the Honors Program.

## 1301. FRESHMAN STUDIES

This first-year seminar is designed to introduce the incoming college student to the academy of research, scholarship, thought, and knowledge. The seminar will investigate a variety of relevant and timely topics which will vary from section to section. Each class will emphasize close and critical reading, lively class discussions, and practice in academic research and writing.

## 1320. THE SCHREINER EXPERIENCE FOR INTERNATIONAL STUDENTS

This class is designed to introduce the incoming international student to university and national practices and culture while also supporting students' continued improvement of English language skills for specific academic and professional contexts. In this course, students will learn to navigate the different customs of U.S. universities generally and Schreiner University specifically. Through written assignments, presentations, and projects, students will reflect on the challenges of adapting to U.S. culture as they simultaneously work to enhance their command of academic English and other related skills for classroom success. Prerequisite: International student.

## 1370. TOPICS IN INTERDISCIPLINARY STUDIES

This is a study of topics not otherwise covered in course offerings. May be repeated when topics vary.

## 1371. ARTS AND SCIENCE OF BEER

This class seeks to develop students' communication, analytical, aesthetic appreciation, global perspective, engagement, and personal responsibility skills by addressing a topic with which many college students have narrow experience but broad interest: beer. Students will explore the origins, development, styles, and cultural impacts of beers. History, biochemistry, marketing, manufacturing, aesthetics, and current events will be emphasized. Students will visit a brewery to observe the brewing process and to highlight the diversity of local beers. Prerequisites: None.

## 2101. MOUNTAINEER LEADERSHIP ACADEMY – SOPHOMORE (FALL)

This course is the Sophomore fall semester common course requirement for the Mountaineer Leadership Academy. The course explores and reflects on group dynamics of leadership collaboration. Students will apply their leadership skills through a semester long collaboration assignment occurring on campus to establish an understanding of group dynamics associated with leadership collaboration. Prerequisite: Completion of Mountaineer Leadership Academy Freshmen Course.

## **2102. MOUNTAINEER LEADERSHIP ACADEMY – SOPHOMORE (SPRING)**

This course is the Sophomore spring semester common course requirement for the Mountaineer Leadership Academy. The course explores and reflects on group dynamics of leadership collaboration relative to being a part of a community. Students will apply their leadership skills through a semester long collaboration assignment occurring off campus within the Kerrville community to establish an understanding of group dynamics associated with leadership collaboration within a community. Prerequisite: Completion of Mountaineer Leadership Academy Sophomore Fall course.

## **2170. TOPICS IN INTERDISCIPLINARY STUDIES**

This is a study of topics not otherwise covered in course offerings. May be repeated when topics vary.

## **2200. CAREER EXPLORATION**

This course provides the opportunity for students to explore academic goals and to define career choices.

## **2201. INTRODUCTION TO HEALTH CAREERS**

Provides descriptions and histories of health care professions, education and licensing requirements for practice, employment trends, and salary ranges for careers in health care. Health care issues will be examined with an emphasis on ethics and cultural diversity. Students will acquire a thorough understanding of HIPAA regulations. Site visits and practitioner perspectives will be included in the course. Students will assemble a pre-professional portfolio in preparation for continued development toward career goals. Prerequisites: None.

## **2270. TOPICS IN INTERDISCIPLINARY STUDIES**

This is a study of topics not otherwise covered in course offerings. May be repeated when topics vary.

## **2305. PERSPECTIVES IN CRITICAL THINKING**

This course in reasoning, rhetoric, and argumentation offers a study of the process by which one develops and supports one's beliefs with clear, unambiguous arguments and evaluates the arguments of others in real life situations.

## **2370. TOPICS IN INTERDISCIPLINARY STUDIES**

A study of topics not otherwise covered in course offerings. May be repeated when topics vary.

## **2398. EXPLORATORY INTERNSHIP**

This course is supervised field employment experiences which provide the opportunity for the student to apply prior learning to practical job experiences and explore various career pathways, working part-time with cooperating employers. Students are required to keep a log, communicate weekly with the supervising instructor, and maintain attendance

requirements. Although faculty and staff will assist, it is the responsibility of the student to acquire the internship. Prerequisites: Sophomore standing and approved internship application.

### **3101. MOUNTAINEER LEADERSHIP ACADEMY – JUNIOR (FALL)**

This course is the Junior Fall semester common course requirement for the Mountaineer Leadership Academy. The course explores and reflects on being a leader within a community through the development and implementation of the Kerrville Leaders of Tomorrow program. Students will apply their leadership skills through a semester long assignment focusing on coordinating the details of a sustained community leadership develop program for community High School and College students. Prerequisite: Completion of Mountaineer Leadership Academy Sophomore Spring course.

### **3102. MOUNTAINEER LEADERSHIP ACADEMY – JUNIOR (SPRING)**

This course is the Junior Spring semester common course requirement for the Mountaineer Leadership Academy. The course explores and reflects on being a leader within a community through the development and implementation of Kerrville Leaders of Tomorrow program. Students will apply their leadership skills through a semester long assignment focusing on coordinating and facilitating a sustained community leadership develop program for community High School and College students. Prerequisite: Completion of Mountaineer Leadership Academy Junior Fall course.

### **3170. TOPICS IN INTERDISCIPLINARY STUDIES**

A study of topics not otherwise covered in course offerings. May be repeated when topics vary.

### **3205. HONORS COLLOQUIUM: AMERICAN CULTURE**

This is a focused research and discussion group with an American-studies emphasis designed specifically for honors students. Topics may include rock and roll culture, American road stories, and the movie industry's influence on American culture. May be repeated for credit. Prerequisite(s): Junior level standing, honors students; non-honors students may take the course with permission of the instructor.

### **3230. THE ROLE AND POWER OF CULTURE**

This is a study of culture, its components, and a critical examination of non-Western cultures for the purpose of comparative analysis with the United States.

### **3360. THE CREATIVE EXPERIENCE**

An examination of the creative process, this course offers students the opportunity to examine their own creativity by investigating the needs and motivations of the human desire to create. Further, this course will give students an opportunity to engage in an aesthetic experience through personal contact with some aspect of medium, and to be able to objectify the notion about the nature of aesthetics, art, and creative work through study, experience and critical comparisons.

### 3370. TOPICS IN INTERDISCIPLINARY STUDIES

This is a 3000 level study of interdisciplinary topics. Content and focus will vary based on the topics in question and the disciplines implicated. As an upper-division course option, any topics option proposed should offer academic challenges that make it distinct from a lower-level topics course based on the characteristics associated with upper- v. lower-division coursework. This is a study of topics not otherwise covered in course offerings. May be repeated when topics vary.

### 3371. MEDICAL HUMANITIES

Medical Humanities will be the common course required for the Minor in Medical Humanities. The course will introduce the historical legacy of Renaissance Humanism and its impact on scientific exploration. Students will explore applications of humanism and medical innovation in the context of modern clinical practice.

### 3372. REPRESENTING THE BODY

This course will examine literary and visual representations of ability, disability, beauty, repugnance, health, and illness and will incorporate an investigation of disability studies, bodily awareness theory, aesthetic medicine, and popular media. A studio component will synthesize course concepts.

### 4101. MOUNTAINEER LEADERSHIP ACADEMY – SENIOR (FALL)

This course is the Senior Fall semester common course requirement for the Mountaineer Leadership Academy. The course explores and reflects on the influence of a leader by giving back to the Mountaineer Leadership Academy. Students will apply their leadership skills through an established mentoring program where they will help lead different aspects of the leadership development of the students within the learning community. Prerequisite: Completion of Mountaineer Leadership Academy Junior Spring course.

### 4170. TOPICS IN INTERDISCIPLINARY STUDIES

This is a study of topics not otherwise covered in course offerings. May be repeated when topics vary.

### 4270. TOPICS IN INTERDISCIPLINARY STUDIES

This is a study of topics not otherwise covered in course offerings. May be repeated when topics vary.

### 4340. PROBLEMS AND SOLUTIONS IN GLOBAL SOCIETY

A study of the major problems confronting the world today, this seminar uses the perspectives of different cultures as a means of better understanding both the origins of and potential solutions to these problems.

### 4370. TOPICS IN INTERDISCIPLINARY STUDIES

This is a study of topics not otherwise covered in course offerings. May be repeated when topics vary.



## 4371. MEDICAL HUMANITIES IN HEALTH CARE

This course places the theories in context and will examine clinical and programmatic applications of medical humanities. Prerequisites: IDST 3371.

## 4399. SENIOR PROJECT

Designed for B.A. students who are pursuing the general studies option and whose degree plan is interdisciplinary in nature. It includes independent capstone research investigation culminating in a senior thesis or comparable senior project.

# MANAGEMENT (MGMT) (SEE BUSINESS)

Graduates with a BBA in Management major, work in public, private, government, and not-for-profit organizations. The program includes 45 hours in related advanced major field courses.

A **Major in Management** consists of the following upper level courses: BSAD 3311, BSAD 4321, BSAD 4331, BSAD 4342, BSAD 4351, MGMT 3334, 3335, 3336, 3337, MGMT 3340, MGMT 3350, MGMT 4330, 4323, 4332, and MGMT 4398.

A **Minor in Management** consists of: BSAD 1301, MGMT 2341, MGMT 3334, MGMT 3350 and 6 hours from MGMT 3335, MGMT 3336, MGMT 3337, MGMT 3340 or MGMT 4330.

## 2341. PRINCIPLES OF MANAGEMENT

This course examines management as a process, profession and discipline. Emphasis will be placed on organizational design, management of innovation, strategic decision-making, control systems, group dynamics, motivation, leadership and a survey of normative managerial literature. The course will strive to strike a balance between quantitative and qualitative management tools. Prerequisite: BSAD 1301.

## 3334. PRINCIPLES OF LEADERSHIP

This course is an introduction to the history and theory of leadership. Topics to be investigated include: critical thinking and methods of inquiry as they bear on the subject of leadership, the ethics of leadership, basic leadership competencies, relevant leadership contexts, and leading groups and individuals.

## 3335. PROJECT MANAGEMENT

This course provides foundation concepts and approaches to successfully manage projects: visioning, analysis, approval, planning, scheduling, controlling, resource allocation, performance measurement, and implementation. The approaches and tools could be applied for small to very large projects. The course includes risk mitigation and contingency planning: organized approaches for managing through the uncertainties that could negatively impact project cost, time frame, or results.

## 3336. PUBLIC SECTOR MANAGEMENT

This course will provide an understanding of that part of the economy that is controlled by government national, state, or local governments organizations. The United States is

estimated to have 22 million civilian government employees. Students will understand the structure of government organizations, their roles and functions, and the processes they use to accomplish their tasks. The course will provide students with background to take, seek and accept professional positions in the government and will improve their effectiveness at making key decisions in public sector roles.

### **3337. SERVICES MANAGEMENT**

This course focuses on management concepts and approaches specifically applicable to the service sector. The service sector is defined as those economic I value creating activities that do not produce a physical product. The service sector is the fastest growing areas of the US economy. This growth has fueled demand for skilled and effective managers. There will be five foundational concepts: 1) how services add economic value, 2) the benefits of customer focus, and 3) management and relationship approaches that lead to success, 4) productivity I efficiency, and 5) application of information technology to services management.

### **3340. BORDERLESS BUSINESS**

This is a study of international commerce with emphasis on the factors that drive globalization of business, impact on domestic corporations, and contemporary management strategies. Topics include integrity, international trade agreements, monetary transactions, technology-driven global marketing, cultural differences, and the roles of politics and economics. This is an online global flex course that incorporates contemporary international business topics and may include optional travel. Prerequisites: Sophomore standing or above and BSAD 1301.

### **3350. ORGANIZATIONAL BEHAVIOR**

This course focuses on providing an integrated social scientific approach to relationships between the individual and the organization, and on administrative problems. Topics include performance appraisal, leadership, motivation, interpersonal relationships, decision-making, job satisfaction, and change. Prerequisites: BSAD 1301 or PSYC 1301.

### **4323. PURCHASING AND SUPPLY CHAIN MANAGEMENT**

This course focuses on the strategic role of purchasing and supply management. The competitive strength of the technology intensive firm is, today, determined by the ability to deliver customized products and services worldwide in a fast and cost-effective way. The competition is, therefore, no longer between individual firms, but between value chains. This means that a company's ability to compete is dependent on the weaknesses and strengths of their customers and suppliers. The demand for integration and cooperation between different actors will therefore be even more accentuated, and the aim of this course is to show how resources and activities can be coordinated all through the value-chain for increased effectiveness. Prerequisites (if any): MGMT 2341, MKTG 2341.

### **4330. HUMAN RESOURCE MANAGEMENT**

This course focuses on human resource management with emphasis on its impact on the practice of management throughout the organization. Topics include equal employment opportunity and other legal issues, staffing, training and development, compensation, employee relations, and workplace related health and safety issues. Prerequisite: MGMT 2341.

### **4332. RETAIL MANAGEMENT**

This is a study of the management practices typically required in product and service retail enterprises. The basic functions of merchandising, staffing, promotion, supply-chain, control, and other activities involved in the sale of goods and services to consumers are examined from an operational perspective. Prerequisites: MGMT 2341, MKTG 2341.

### **4370. TOPICS IN MANAGEMENT**

This is a study of selected topics in the field of business. Topics will vary; course may be repeated. Prerequisites: Upper-division standing.

### **4380. DIRECTED STUDY IN MANAGEMENT**

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the dean. Prerequisites: Upper-division standing, a minimum of a 2.0 GPA, and MGMT 2341. May be repeated as topics vary.

### **4398. PROFESSIONAL INTERNSHIP IN MANAGEMENT**

This is supervised field employment which provides the opportunity for the student to apply prior learning to practical job experiences. Prerequisite: Senior status and an approved internship application.

### **4399. SENIOR PROJECT IN MANAGEMENT**

This is an independent research investigation culminating in a senior thesis or comparable senior project. Prerequisites: Senior standing and an approved thesis or project application.

### **5303. MANAGEMENT STATISTICS**

This MBA course explores the process of asking business-related research questions and finding answers. It includes a broad overview of experimental and non-experimental methods of fact finding and emphasizing the functional use and understanding of basic descriptive and inferential statistics in evaluating practical business research findings. Practical business applications will include: the mathematics associated with finance, production and logistical decision-making, and using probability distributions and statistics. Prerequisite: Admission to MBA program.

### **5304. QUANTITATIVE DECISION-MAKING**

This course is designed to provide students with advanced quantitative decision-making processes. Students will learn to solve: production, advertising, financial, marketing, resource organizational, and ordering problems utilizing computer modeling techniques. This course will be assessed with the MBA Major Field Exam. Prerequisite: Admission to MBA program.

### **5321. LEADERSHIP AND TEAM BUILDING**

This course focuses on the significance of understanding the diversity of behaviors employed by employees in interpreting and responding to business dilemmas; specifically, the complexity of organizational problems in team environments. Successful firms are the

ones that anticipate change and establish competitive advantages through collaborative teams and the use of organizational alliances and strategic partnerships. Topics include ethics, team building, power of vision, empowerment, delegation, performance management, quality, and the art of persuasion. Prerequisite: Admission to MBA program.

### 5322. LEADERSHIP COMMUNICATION

This course focuses on developing the communication capabilities needed to lead organizations effectively. Managerial communication and the concepts of emotional intelligence are married to create a leadership communication model. Students learn the art of creating persuasive communications and how to change the behavior of others for a more successful campaign. Prerequisite: Admission to MBA program.

### 5323. ADVANCED ORGANIZATIONAL BEHAVIOR

This course investigates the complex role of the manager within the context of the social scientific relationships and theory related to the individual within the organization. Topics of discussion include: leadership, power, communication, interpersonal relationships, job satisfaction, change, motivation and decision-making. Prerequisite: Admission to MBA program.

### 5341. MANAGEMENT RESEARCH IN BUSINESS

This MBA course is a study of research design and data collection as well as data analysis and reporting, linking quantitative, qualitative, and mixed-methods research design techniques. Course includes advanced research methods, statistical techniques, and computer-aided analysis of quantitative and qualitative data. Ethics and integrity in management research is incorporated throughout the course. This course includes a research proposal design practicum that will prepare students to conduct professional business research. Prerequisite: Admission to the MBA program.

## MARKETING (MKTG) (SEE BUSINESS)

Graduates with a BBA in Marketing major, work in public, private, government, and not-for-profit organizations. The program includes 39 hours in related advanced major field courses.

A **Major in Marketing** consists of the following upper level courses: BSAD 3311, BSAD 4321, BSAD 4331, BSAD 4342, BSAD 4351, MKTG 3310, MKTG 3321, MKTG 3322, MKTG 3323, MKTG 4322, MKTG 4324, MKTG 4325, and MKTG 4398.

A **Minor in Marketing** consists of: BSAD 1301, MKTG 2340, MKTG 3321, MKTG 3322 and 6 hours from MKTG 4322, MKTG 4324, MKTG 4325 or MKTG 4332.

### 2101. EXPLORATORY INTERNSHIP IN SALES

This is supervised field employment which provides the opportunity for the student to explore employment experiences interacting with the public. The course is intended to generate foundational experiences for upper-level sales related courses. Prerequisites: Approved internship application and pursuit of Certificate in Professional Sales and Consultative Selling.

### **2340. PRINCIPLES OF MARKETING**

This is a basic course using the managerial approach to the study of marketing and includes a study of consumer behavior, product strategy, the selection of distribution channels, pricing, and promotion. Emphasis is on the creation of effective marketing strategies. Prerequisite: BSAD 1301.

### **3310. ELECTRONIC BUSINESS**

This course focuses on the linkage between organizational strategy and networked information technologies to implement business models. This course provides an introduction to e-business strategy and the development and web pages for e-business solutions.

### **3321. ADVERTISING**

This is a study viewed from both a marketing and communication perspective as any paid form of non-personal presentation and promotion of ideas, goods, and services by an identified sponsor. Included is how the advertiser performs the function of using the means available to inform prospective buyers of the product or service. Prerequisite: MKTG 2340.

### **3322. INTERNATIONAL MARKETING**

This is a study of the growth in world markets, cultural differences, and political constraints applicable to international marketing. Students are introduced to activities involving the gathering and analyzing of information in the development and implementation of an international marketing plan. This is a global flex course and may include optional travel. Prerequisite: MKTG 2340.

### **3323. MARKETING MANAGEMENT**

This course focuses on the decision-making role of the marketing manager who is responsible for formulating the strategic marketing plan. The theory of selecting market target(s) for the firm's product and/or services and the development of the marketing mix (product, price, promotion, distribution) with the aid of market research and computerized information systems is covered. The skills objectives include the continued development of student written and oral communication skills, the continued development of student group interaction and decision-making skills, and to develop student ability to apply and synthesize course content in project work. Prerequisite: MKTG 2340.

### **4101. SALES PATHWAY SEMINAR**

Sales Pathway Seminar to help students explore different career paths. Students will participate in seminars as well as out-of-class, experiential learning activities including shadow experiences, informational interviews, site visits, and participation in sales competitions and other related events. Prerequisite: MKTG 4322.

### **4170. TOPICS IN MARKETING**

This is a study of selected topics in the field of business. Topics will vary. Course may be repeated when topics vary. Prerequisite: Upper-division standing.

#### **4270. TOPICS IN BUSINESS**

This is a study of selected topics in the field of business. Topics will vary. Courses may be repeated when topics vary. Prerequisite: Upper-division standing.

#### **4322. PROFESSIONAL SELLING**

This course is a study of the different approaches and techniques of personal selling. Specifically students will be exposed to prospecting, approaching the customer, determining customer needs versus wants, sales presentation, overcoming objections, and closing the sale. In addition, students examine the methods and principles of sales management. Prerequisite: MKTG 2340.

#### **4324. BUSINESS INTELLIGENCE**

This is an introductory course on the topic of Business Intelligence (BI). The student will acquire knowledge and skills to understand the value of BI for an organization, design and develop information systems that will capture relevant data from all segments of an enterprise, organize that data into a coherent structure, and provide the means to analyze the data in order to make rational decisions. Specific topics include data warehousing, data mining, text and web mining, and reality mining. Students will study real life cases and be exposed to business analytics and business performance management, and the business data user interface. Prerequisite: MKTG 2340.

#### **4325. CONSUMER BEHAVIOR**

This class will be an in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. Incorporating elements of marketing research, the class will focus on identifying the relevant behavioral variables in given product or service purchase situations and evaluate how marketing strategy can affect consumer choice and demand. Prerequisites (if any): MKTG 2340.

#### **4326. CONSULTATIVE SALES**

This course is designed to transition students from sales techniques to the skills necessary for entry-level professional selling positions. Students will focus on development of complex interpersonal communication with an emphasis on challenge identification, solution development and matching, and an emphasis on selling dynamics. Students will gain proficiency in negotiation, cross-functional business coordination, relationship management, and time management. Prerequisite: MKTG 4322.

#### **4370. TOPICS IN MARKETING**

This is a study of selected topics in the field of business. Topics will vary; course may be repeated. Prerequisite: Upper-division standing.

#### **4380. DIRECTED STUDY IN MARKETING**

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the dean. Prerequisites: Upper-division standing, a minimum of a 2.0 GPA, and MKTG 2340. May be repeated as topics vary.

### 4398. PROFESSIONAL INTERNSHIP IN MARKETING

This is supervised field employment which provides the opportunity for the student to apply prior learning to practical job experiences. Prerequisite: Senior status and an approved internship application.

### 4399. SENIOR PROJECT IN MARKETING

This is an independent research investigation culminating in a senior thesis or comparable senior project. Prerequisites: Senior standing and an approved thesis or project application.

### 5311. BORDERLESS MARKETING

The international marketing environment can be more challenging for businesses by requiring firms to identify the opportunities and threats emerging from diverse cultural, economic, demographic, political/legal, and competitive environments. This course will focus on strategies, methods, and best practices managers employ to select foreign country market(s) to enter and the Foreign Market Entry Modes (FMEM). This includes: exporting; licensing and franchising; contractual agreements; joint ventures; wholly owned subsidiaries; and strategic alliances. The course will focus on the managerial decision analysis needed to choose amongst these alternative foreign market entry modes and develop strategies to be successful in international marketing. The market entry mode adopted will have a major impact on the costs, risks, and return associated with international expansion and overall performance. Emphasis will also be placed on the international marketing manager's ability to develop, execute and effectively manage the marketing mix program in complex international environments. Prerequisites: Admission to MBA program and completion of Foundation course(s), if required.

## MATHEMATICS (MATH)

Schreiner University offers courses leading to the Bachelor of Arts degree and the Bachelor of Science degree with a major in Mathematics. The Mathematics program is designed for those students who wish to pursue a career in business or in education. It also builds a solid foundation for advanced study in Mathematics. Students who wish to become teachers can use the required professional education courses as electives in the prescribed program.

The major in Mathematics consists of 34 advanced hours.

#### **For the B.A. degree**

MATH 2330, 2423, 3310, 3312, 3313, 3324, 3336, 3337, 3425, and 4393, plus 9 advanced hours. PHYS recommended as electives.

#### **For the B.S. degree**

MATH 2330, 2422, 2423, 3310, 3312, 3313, 3324, 3336, 3337, 3425, and 4393, plus PHYS 2325, 2125, 2326, 2126 and 6 hours from distribution.

A **Minor in Mathematics** consists of MATH 2422 Calculus I, MATH 2423 Calculus II, MATH 3337 Discrete Math, and 9 additional upper-level credit hours.

Students completing MATH 1321 at Schreiner University with a grade of "C" or better will, upon written request to the Registrar, be given credit for MATH 1310 or 1311. Students completing either MATH 2422 or a more advanced mathematics course with a

grade of “C” or better or AP credit will, upon written request to the Registrar, be given credit for MATH 1310 or 1311 and MATH 1321. Students completing MATH 2423 at Schreiner University with a grade of “C” or better will, upon written request to the Registrar, be given credit for MATH 2422.

Students who plan to major in Mathematics, Chemistry, or Engineering should enroll in MATH 2422 and MATH 2423 if their background in mathematics is sufficiently good. If not, they should enroll in MATH 1310 or MATH 1321 first. Students majoring in Business Administration should enroll in MATH 1311.

Students seeking teacher certification in mathematics should consult the Teacher Education section of this catalog for specific course selection.

Placement in mathematics courses is based on mathematics placement assessment.

## 1302. COLLEGE MATHEMATICS

This includes problem solving with practical applications of mathematics in personal finance, geometry, probability, statistics, mathematical modeling, and graphing. The use of technology, communication in mathematics, and the role of mathematics in modern culture are investigated. Prerequisites: Algebra competency as determined by course credit, placement or test score or consent of the instructor.

## 1310. (1314) COLLEGE ALGEBRA

This course is the study of polynomial, radical, rational, logarithmic, and exponential functions with applications, data analysis; systems of equations, and matrices. Prerequisites: Algebra competency as determined by course credit, placement or test score or consent of the instructor.

## 1311. (1324) MATH CONCEPTS FOR BUSINESS

This course is the study of algebraic concepts with a focus on concepts necessary for business majors to be successful. Specific topics will include the order of operations, conversion of fractions, decimals and percentages, solving equations and formulas, simple interest, compound interest, application problems, and an introduction to statistics. Prerequisite: Algebra competency as determined by course credit, placement, or test score, or consent of the instructor.

## 1321. (2312) PRECALCULUS

This is a study of analytic geometry and trigonometry, elementary functions, their graphs and applications including algebraic, polynomial, and rational functions, trigonometric, exponential, and logarithmic functions; conic sections; complex numbers. Prerequisite: Algebra competency as determined by course credit, placement, or test score, or consent of the instructor.

## 1410. COLLEGE ALGEBRA WITH LAB

This course is the study of polynomial, radical, rational, logarithmic, and exponential functions with applications, data analysis, systems of equations, and matrices. This four-hour course includes one hour of lab time embedded in the lecture time for topics such as study skills, problems involving signed numbers, fractions, exponents, and



radicals, factoring, linear and quadratic equations. Prerequisites: Algebra competency as determined by course credit, placement, or test score, or consent of the instructor.

### 2170. TOPICS IN MATHEMATICS

This is a study of selected topics in the field of mathematics. Topics will vary; course may be repeated when topics vary. May not be applied toward mathematics or science requirement. Prerequisite: Sophomore standing or consent of instructor.

### 2270. TOPICS IN MATHEMATICS

This is a study of selected topics in the field of mathematics. Topics will vary; course may be repeated when topics vary. May not be applied toward mathematics or science requirement. Prerequisite: Sophomore standing or consent of instructor.

### 2330. APPLIED STATISTICS

Studied are design of experiments, descriptive statistics, correlation and regression, probability, estimation and inference, test of hypothesis and significance, chance models, analysis of variance. This course is designed for students preparing for careers in business, the natural sciences and social sciences, or for teaching with a specialization in mathematics. Prerequisite: Algebra competency as determined by course credit, placement, or test score, or consent of the instructor.

### 2370. TOPICS IN MATHEMATICS

This is a study of selected topics in the field of mathematics. Topics will vary; course may be repeated when topics vary. Prerequisite: Sophomore standing or consent of instructor.

### 2422. (2413) CALCULUS I

This is a thorough introduction to the theory and applications of differential and integral calculus. Topics include functions, limits, continuity, derivatives, the Mean Value Theorem, applications of derivatives, integrals, numerical integration, integral methods, and the Fundamental Theorem of Calculus. Recommended for students who plan to major in mathematics, engineering, physics, chemistry, and premedical programs. Prerequisite: MATH 1321, or Algebra competency as determined by course credit, placement, or test score, or consent of the instructor.

### 2423. (2414) CALCULUS II

Topics include techniques of integration, differential equations, applications of integrals, sequences, infinite series, parametric equations, polar notation, vector algebra, and solid analytic geometry. Prerequisite: MATH 2422.

### 3305. SURVEY OF MATHEMATICS

This is a survey of mathematical concepts including, but not limited to, algebra, geometry, trigonometry, graph theory, analytic geometry, series, sequences, calculus, linear algebra and abstract algebra. This course is required of all middle school mathematics education majors and is recommended for secondary education majors in mathematics. May not be used to satisfy major upper division credit requirements. Prerequisites: Six hours of advanced mathematics and department approval.

### 3310. INTRODUCTION TO REAL ANALYSIS

This course is a study of the real number system, sequences, series, limits, derivatives and integrals of real-valued functions; set theory, logic and techniques of proof. Prerequisites: MATH 2423.

### 3312. LINEAR ALGEBRA

This is a study of abstract notions of linear algebra including vector spaces and linear transformations and the applications of these concepts using matrices and determinants. Prerequisite: MATH 2422 or consent of instructor.

### 3313. ABSTRACT ALGEBRA

This includes fundamental concepts of abstract algebra; Groups, Rings, and Fields with the emphasis on Groups are the main focus. Prerequisite: MATH 2423.

### 3324. CALCULUS III

Topics include vector algebra and solid analytic geometry, calculus of several variables, multiple integration and applications, Jacobians, vector fields, line and surface integrals, and Green's and Stokes' Theorems. Prerequisite: MATH 2423.

### 3331. INTERMEDIATE STATISTICS

This intermediate statistics course builds on the foundational applied statistics techniques of hypothesis testing and analysis of variance, introducing more advanced statistical methods such as non parametric tests. Students will use statistical software throughout the course, and will learn to choose appropriate statistical techniques, clean, manage, and analyze data, and effectively communicate statistical findings. The specific statistical tests covered will vary based on student interest and emerging trends in the fields of statistics and data science. Prerequisites: MATH 2330 or consent of instructor.

### 3333. PROBABILITY

This is a course in the mathematical theory of probability. Includes sample spaces, relative frequency, discrete and continuous random variables of one and higher dimensions, expected value, variance, correlation and regression, distributions, reliability theory, sums of random variables, sampling, estimation of parameters, and testing of hypothesis. Prerequisite: MATH 2422 or consent of instructor.

### 3336. MODERN GEOMETRY

This is a study of historical development, sets and propositions, coordinate geometry, congruences, the complex plane, constructions, postulational systems, postulates for the Euclidean Plane, and postulates for the Non-Euclidean Plane. Prerequisite: MATH 2422 or equivalent or consent of instructor.

### 3337. DISCRETE MATHEMATICS

This course will provide an introduction to formal mathematical proofs. Topics will include logic, truth tables, mathematical induction and common proof techniques. The application area where these techniques will be applied will vary. Prerequisites: MATH 1310 or equivalent course credit.

### 3425. DIFFERENTIAL EQUATIONS

This involves theory, solutions and application of ordinary differential equations with introduction to Laplace transforms and partial differential equations. Topics include first order linear and non-linear equations, linear equations with constant coefficients, nth-order initial value problems, variation of parameters, infinite series solutions and systems of differential equations using matrices. Computer solutions are incorporated into classwork and homework (3-2). Prerequisite: MATH 2423.

### 4170. TOPICS IN MATHEMATICS

This is selected topics in the field of mathematics. Topics will vary; course may be repeated when topics vary. Prerequisite: Junior standing.

### 4270. TOPICS IN MATHEMATICS

This is selected topics in the field of mathematics. Topics will vary; course may be repeated when topics vary. Prerequisite: Junior standing.

### 4321. COMPLEX VARIABLES

This is a study of the fundamentals of differentiation and integration theory of complex variables. Prerequisite: MATH 3324 or concurrent enrollment in MATH 3324.

### 4326. INTRODUCTION TO NUMERICAL ANALYSIS

Interpolation; approximations; numerical integration and differentiation; roots of polynomial equations; numerical linear algebra; solution of ordinary differential equations; computer applications when appropriate are studied in this course. Prerequisite: MATH 2423.

### 4334. INTRODUCTION TO TOPOLOGY

This course is an introductory course to topology, a study of topological spaces. It is intended to expose a student to the basics of point-set topology. Prerequisites (if any): MATH 2423 or consent of instructor.

### 4370. TOPICS IN MATHEMATICS

This is selected topics in the field of mathematics. Topics will vary but may include number theory, real analysis, topology, algebra and logic. Course may be repeated when topics vary. Prerequisite: Junior standing or consent of instructor.

### 4380. DIRECTED STUDY IN MATHEMATICS – R

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Normally students enrolling will have upper-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

### 4393. CAPSTONE IN MATHEMATICS

This capstone course in mathematics focuses on an in-depth study of undergraduate mathematics including calculus, geometry, algebra, statistics, differential equations, and real analysis. The student is challenged to exhibit significant knowledge and understanding from all previous mathematics coursework. During this semester the student will prepare a written notebook, and complete the Mathematics Major Field Exam and the Oral Examination. Prerequisite(s): MATH 2330, 3312, 3313, 3324, 3336, 3425, and 3310, or consent of instructor.

### 4399. SENIOR PROJECT IN MATHEMATICS – R

This is an independent capstone research investigation culminating in a senior thesis or comparable senior project.

## MEDICAL HUMANITIES

A **Minor in Medical Humanities** includes the following courses: IDST 3371, at least 6 hours from the following choices: BIOL 1195, ENGL 1301 Being Human, ENGL 1302 Life in Medicine, IDST 2201, PHIL 2313, PSYC 2300, SOCI 2304 and at least 9 hours from the following: COMM 4350, ENGL 3315, IDST 3372, IDST 4371, PBHL 4355, or PSYC 4320.

## MUSIC (MUSC)

Recognizing that music has been an integral part of life since the dawn of human history, the Schreiner University Music Department offers an opportunity for students to enrich their association with music by increasing their understanding of the art through academic courses and through performance instruction and venues.

Schreiner University provides majors for the following areas: piano, voice, organ, harp, guitar, and violin. Applied lessons for other instruments will depend on adjunct faculty availability. Please contact the Music Department for further information.

For any incoming students wishing to begin a Music major degree, an audition is required. These auditions will be held during the *Schreiner Saturday* events or by sending a tape or CD recording of the students' performance to the Admission Office. For audition requirements, please contact the Music Department Director.

Schreiner offers courses leading to a major in music within the Bachelor of Arts degree program. Expertise in music is a constant source of enrichment throughout life. The Bachelor of Arts degree in Music would allow students to teach private lessons, direct a church ministry music program, work in public/private school systems directing a choral program or teaching elementary music or general music on the post-elementary level, and would prepare students for graduate work in music. The minor in music program should also equip a student to be involved in a church's music ministry program, and perhaps to teach private lessons.

*A major in music includes:*

- MUSC 1303, 1304, 1305
- MUSC 1102, 1113, 2102, 2103, 2106, 2107, 3103 – 6 hours
- MUSC 1210, 1211, 2105 or 4105
- MUSC 2124, 2125, 2126, 2127, 2128 or 2129 – 2 hours

*Plus 25 advanced hours:*

- MUSC 3104, 3109 – (4 hours)
- MUSC 3301, 3302, 3305, 3307, 3308, 4320, 4399

An additional 3 advanced hours of music. (3000 level or above)

To complete the Music Major degree plan in four years, it is strongly recommended that a successful audition is completed sometime during the Spring semester of the freshman year. For those students who decide to pursue a Music Major after their freshman year, they need to be aware that the degree plan may not be completed in four years.

In addition, those whose applied music area is not piano, must demonstrate proficiency in piano performance at least on the early intermediate level, or take Piano Fundamentals and/or Applied Music in Piano. Those whose applied music area is voice, it is recommended to take German or French.

For students who may need access to certain orchestral instruments or guitars, Schreiner's Music Department has an instrumental loan policy which allows students to rent instruments for a nominal fee per semester. Please contact the Music Department for information.

The Minor in Music: 18 hours, MUSC 1304, 1305, 3301, 3302 and 6 hours from 3103-3109, 3203, 3204, 3205, 3206, 3303, 3304, 3305, 3306, 3307, 3308, 4220, 4370, 4398 or 4399.

Students seeking teacher certification in Music should consult the Teacher Education section of this catalog for specific course selection.

## 1102. UNIVERSITY CHOIR

This is singing in the primary campus choral ensemble. It will include training in voice production and musicianship. Three to four hours of rehearsal weekly. May be repeated for credit. Prerequisite: Audition.

## 1104. APPLIED MUSIC: VOICE

This is private instruction in voice. One thirty-minute lesson per week. Student is expected to practice at least 6 hours per week. May be repeated for credit. Laboratory fee to be assessed.

## 1105. APPLIED MUSIC: PIANO

This is private instruction in piano. One thirty-minute lesson per week. Student is expected to practice at least 6 hours per week. May be repeated for credit. Prerequisite: MUSC 1203 or consent of instructor. Laboratory fee to be assessed.

### 1106. APPLIED MUSIC: ORGAN

This is private instruction in organ. One thirty-minute lesson per week. Student is expected to practice at least 6 hours per week. May be repeated for credit. Prerequisite: Two semesters of piano instruction (1105, 1203, or 3105) or entrance exam given by instructor. Laboratory fee to be assessed.

### 1107. APPLIED MUSIC: GUITAR

This is private instruction in guitar. One thirty-minute lesson per week. Student is expected to practice at least 6 hours per week. Prerequisite: consent of instructor. May be repeated for credit. Laboratory fee to be assessed.

### 1108. APPLIED MUSIC: HARP

This is private instruction in harp. One thirty-minute lesson per week. Student is expected to practice at least 6 hours per week. May be repeated for credit. Laboratory fee to be assessed.

### 1109. APPLIED MUSIC: ORCHESTRAL INSTRUMENT

This is private instruction in an orchestral instrument. One thirty-minute lesson per week. Student is expected to practice at least 6 hours per week. May be repeated for credit. Laboratory fee to be assessed.

### 1113. STRING ORCHESTRA

The String Orchestra provides rehearsal, practice, and performance opportunities of musical masterworks and modern string repertoire, including alternative styles. The course will include training in string techniques, musicianship, and ensemble performance skills through an on-campus performance series. The String Orchestra will also represent Schreiner University on recruiting trips and will perform at local and area events to promote the University and the Department of Music. The String Orchestra meets for three hours of rehearsal weekly. May be repeated for credit. Prerequisite: Open to all Schreiner University students by audition.

### 1170. TOPICS IN MUSIC

This is a beginning level study of a variety of topics in music. May be repeated when topics vary.

### 1201. VOICE CLASS FOR BEGINNERS

This course includes basic vocal training, breathing techniques, posture, learning songs, listening, and appreciating various vocal styles.

### 1203. PIANO FUNDAMENTALS

This course includes playing from treble and bass clefs, keyboard harmony, technical rudiments, simple two-hand pieces.

### 1205. GUITAR CLASS FOR BEGINNERS

Beginning Group Guitar introduces primary and fundamental guitar skills presented in a group setting. The course provides a comprehensive understanding and utilization

of proper guitar technique, music reading, tablature, and improvisation skills. Students will be introduced to various styles and types of guitar music and will prepare musical compositions and exercises to be performed at the end of the semester. Prerequisite: Students will need an acoustic guitar, preferably his/her own. A limited number are available for rent from dept.

### 1208. MARIACHI ENSEMBLE

The purpose of this course is to focus on the traditional music of the mariachi as it developed in post-Revolutionary urban Mexico. Genres include the son jalisciense, cancion ranchera, corrido, huapango, bolero, polka, joropo, pasodaoble, and vals mexicano.

### 1210. SIGHT-SINGING AND EAR TRAINING I

Sight-Singing and Ear Training I will cover singing materials and various rhythms found in music. Students will develop sight-singing skills of melodies, learn melodic and rhythmic dictation, and develop interval identification of melodic and harmonic intervals.

### 1211. SIGHT-SINGING AND EAR TRAINING II

Sight-Singing and Ear Training II will cover singing melodies and rhythms, including melodies with chromatic alterations, compound meters, less familiar metric groupings, and ear training covering all melodic and harmonic intervals; plus, ear training of various scale-types such as major, natural, harmonic, and melodic minor, dorian, phrygian, lydian, mixolydian, and Locrian modes. Prerequisite: MUSC 1210.

### 1303. INTRODUCTION TO MUSIC

This is an introduction to the art of musical understanding. Topics include musical elements, musical styles and periods, composers and their works, and musical forms. Emphasis will be upon music of Western Civilization. Students will be required to listen to music outside class time in addition to that played during class.

### 1304. MUSIC THEORY I

This course is a study of the elements of pitch, elements of rhythm, introduction to triads and seventh chords, and diatonic chords in major and minor keys.

### 1305. MUSIC THEORY II

This course is a study of the principles of voice leading, root position part writing, harmonic progression, triads in first inversion, triads in second inversion, and non-chord tones. Prerequisite: MUSC 1304.

### 2101. SONGWRITING: PERFORMANCE AND PRODUCTION

The course is a skills development and aesthetic appreciation curriculum related to modern songwriting in a variety of genres. Modality is highly participative and interactive. Students will engage in work designed to unlock their creative ability through group writing, song prompts, and free write exercises. Students will receive classroom and individualized instruction and coaching in songwriting, performing, and audio technology from faculty and guest artists. May be repeated for credit.

## 2102. CONCERT CHOIR

This is an advanced level choir that will focus on advanced level voice training and on a cappella singing, foreign languages and varying styles of music from renaissance to classical to modern jazz. This ensemble will represent Schreiner University on recruiting trips and sing at local area events to promote the university and music department. This ensemble will also include advanced training in voice production and musicianship. There will be 3 to 4 hours rehearsal per week. May be repeated for credit. Prerequisites: Audition, must be able to sight read at an intermediate to advanced level, and have previous choral experience.

## 2103. UNIVERSITY CONCERT BAND

This course entails rehearsal, practice and study of instrumental band repertoire, and performing in the primary campus band. It will include training in instrumental techniques and musicianship. This ensemble will represent Schreiner University on student recruitment trips and perform at local area events in order to promote the University and the Department of Music. Three hours of weekly rehearsal is required; may be repeated for credit. Prerequisite: Open to all students by audition; prior training on a band instrument is necessary.

## 2105. APPLIED MUSIC: PIANO PROFICIENCY

This is private instruction in piano for non-piano majors. This course will be tailored to prepare the student to pass the piano proficiency examination. One, thirty-minute lesson per week. Student is expected to practice at least six hours per week. Prerequisite: MUSC 1105 or consent of instructor.

## 2104. DRUM & BUGLE CORPS

This course entails study, rehearsal, and performance of outdoor Marching music for winds and percussion. Students will receive training in outdoor musical performance, Marching technique, and military-style drill, in coordination with the Schreiner Institute. The ensemble will perform at both on-campus and community events, including, but not limited to, football games, parades, and other university ceremonies, serving as a public representative of Schreiner University, the Schreiner Institute, and the Schreiner Department of Music. Three hours of weekly rehearsal is required, along with attendance at all determined performances. This course may be repeated for credit. Prerequisites: None.

## 2106. JAZZ BAND

The Jazz Band will meet twice a week for rehearsal. Students will be exposed to fundamental performance skills and techniques as they apply in jazz, Latin, pop, and big band music. This ensemble will perform at University functions as well as community events to develop and promote the Schreiner Music department.

## 2107. STRING CHAMBER ENSEMBLE

The String Chamber Ensemble provides an intensive study of the string quartet and trio repertoire, including masterworks by Baroque, Classical and Modern composers. Training and development of individual student leadership in the string quartet/trio is crucial to a successful chamber ensemble experience. Students will be coached by a string instructor and guest artists. The quartet/trio will perform on an off campus for Schreiner



University events, community performances and recruiting tours. The String Quartet/Trio will meet for two hours once a week. May be repeated for credit. Open to all Schreiner University students by audition.

#### **2114. BRASS ENSEMBLE**

This course involves the study and performance of music composed of arranged for brass ensemble or other brass chamber ensembles.

#### **2124. LESSONS: VOICE**

This is the individual instruction in VOICE on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

#### **2125. LESSONS: PIANO**

This is the individual instruction in PIANO on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

#### **2126. LESSONS: ORGAN**

This is individual instruction in ORGAN on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

#### **2127. LESSONS: GUITAR**

This is individual instruction in GUITAR on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

#### **2128. LESSONS: HARP**

This is individual instruction in HARP on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

#### **2129. LESSONS: ORCHESTRAL INSTRUMENTS**

This is individual instruction in ORCHESTRAL INSTRUMENTS on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

#### **2305. INTRODUCTION TO THE MUSIC BUSINESS**

This course will provide a survey of the music industry, highlighting areas where music and business intersect. The focus will be on career possibilities in the music industry, the development of business-related knowledge and skills necessary to effectively maintain a professional music career, the vocabulary and terminology of the music industry, and the distinction between music and business at the corporate level. Prerequisites: None.

## 2370. TOPICS IN MUSIC

This is in-depth study of variety of topics in music. May be repeated when topics vary.

## 3103. SYMPHONY ORCHESTRA

Symphony of the Hills is a professional symphonic orchestra performing a five-concert season each year at the Cailloux Theater in Kerrville, Texas. The symphony provides the opportunity for advanced level Schreiner University string, woodwind, brass, percussion, and harp students to join with professional musicians in rehearsals and concerts of outstanding orchestral repertoire with acclaimed guest artists. The symphony rehearses one evening a week for three hours. May be repeated for credit. Prerequisite: Open to advanced Schreiner University students by audition. Concurrent enrollment with MUSC 1113 String Orchestra.

## 3104. ADVANCED APPLIED MUSIC: VOICE

This is individual instruction in voice on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

## 3105. ADVANCED APPLIED MUSIC: PIANO

This is individual instruction in piano on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

## 3106. ADVANCED APPLIED MUSIC: ORGAN

This is individual instruction in organ on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

## 3107. ADVANCED APPLIED MUSIC: GUITAR

This is individual instruction in guitar on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

## 3108. ADVANCED APPLIED MUSIC: HARP

This is individual instruction in harp on an advanced level. One sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor. May be repeated for credit. Laboratory fee to be assessed.

## 3109. ADVANCED APPLIED MUSIC: ORCHESTRAL INSTRUMENTS

This is individual instruction in an orchestral instrument, other than harp, on an advanced level. One, sixty-minute lesson per week. Student is expected to practice at least 10 hours per week. Prerequisite: Audition with instructor and permission of music director. May be repeated for credit. Laboratory fee to be assessed.

### **3111. INSTRUMENTAL METHODS: PERCUSSION**

Instrumental Methods – Percussion covers the basic learning of, and how to teach each of the percussion instruments – tympani, marimba, snare drum, bells, cymbals, and a wide array of instruments in the percussion family. The study of various concepts and pedagogy methods will be investigated along with basic instrumental maintenance. Prerequisites: None.

### **3112. INSTRUMENTAL METHODS: WOODWINDS**

Instrumental Methods – Woodwinds covers the basic learning of, and how to teach each of the wood-wind instruments – clarinet, flute, oboe, bassoon, and piccolo. The study of various concepts and pedagogy methods will be investigated along with basic instrumental maintenance. Prerequisites: None.

### **3113. INSTRUMENTAL METHODS: BRASS**

Instrumental Methods – Brass covers the basic learning of, and how to teach each of the brass instruments – trumpet, trombone, French horn, and tuba. The study of various concepts and pedagogy methods will be investigated along with basic instrumental maintenance. Prerequisites: None.

### **3114. INSTRUMENTAL METHODS: STRINGS**

This course includes the basic learning, and how to teach of the orchestral string instruments – violin, viola, cello, and double bass; basic instrumental maintenance, and the study of various concept books and pedagogy methods. Prerequisites: None.

### **3207. ENSEMBLE PEDAGOGY TECHNIQUES**

This course is designed to introduce students to the fundamental principles of effective instrumental music instruction and to provide opportunities for students to practice applying those principles in their own teaching. The ultimate goal of the course is that the student will acquire a basic understanding of the fundamental principles of music instruction discipline, a realistic perspective of students own strengths and weaknesses as developing professionals. The course will stimulate thinking concerning the role of music and music instruction in the lives of all children and the responsibilities of teachers in setting and accomplishing appropriate instructional goals.

### **3208. CHORAL PERFORMANCE LITERATURE**

This course presents an overview of all levels of choir repertoire ranging from beginning choirs to professional-level works. Literature will be researched and presented to provide students will general information as well as practical suggestions on the inherent challenges unique to each piece. This course will also focus on the evolution and development of choir repertoire from its inception to the present, including historical significance. Additional topics will include the establishment of the criteria that determine artistic merit and how to effectively program for choirs at various ability levels. Prerequisite: Music majors.

### 3209. INSTRUMENTAL PERFORMANCE LITERATURE

This course presents an overview of all levels of band and orchestral repertoire ranging from beginning band to professional-level works. Literature will be researched and presented to provide students with general information as well as practical suggestions on the inherent challenges unique to each piece. This course will also focus on the evolution and development of the wind band and orchestral repertoire from its inception to the present, including historical significance. Additional topics will include the establishment of the criteria that determine artistic merit and how to effectively program for bands and orchestras at various ability levels. Prerequisite: Music major.

### 3301. HISTORY OF WESTERN MUSIC TO 1750

This is a study of styles, techniques, and composers of music of Western civilizations from the Middle Ages through the Baroque. Prerequisite: 6 hours music or consent of instructor.

### 3302. HISTORY OF WESTERN MUSIC SINCE 1750

This is a study of styles, techniques and composers of music of Western civilizations from the beginnings of styles following the Baroque until the present. Prerequisite: 6 hours music or consent of instructor.

### 3303. HISTORY AND PRACTICE OF SACRED MUSIC

This is a study of the development of the various service formats of the Christian church, the types of music developed for them and its relationship to secular music, and the practical use of different styles of music in worship today. Prerequisite: 6 hours music or consent of instructor. See RELI 3303.

### 3304. MUSIC PEDAGOGY: ALL-LEVEL

This course serves as a portion of the professional knowledge base of the music education program at this university. Comprehensive study of children's musical literature, skill development, and pedagogical approaches for music teaching at the elementary and secondary levels. Techniques derived from Orff Schulwerk, Kodály Concept, Dalcroze Eurhythmics, and world music pedagogies. Experiences with classroom instrument/vocal techniques, working with students with individual learning differences, and classroom technology are included.

### 3305. INTRODUCTION TO CONDUCTING AND SCORE STUDY

This is the study and practice of conducting patterns for regular and irregular beat patterns, subdivisions, and compound meters and of expressive gestures. Analysis of rehearsal and conducting techniques for representative instrumental and choral works. Practice conducting with campus groups. Prerequisite: Junior standing and completion of nine credit hours in music.

### 3306. VOCAL PEDAGOGY

This course is a study of vocal techniques. Vocal acoustics, breathing, and laryngeal function are also studied. Teaching strategies and philosophies, diagnosis of vocal problems, vocal repertoire, and ethics for teachers will be examined. Students also gain

practical, supervised experience in teaching by working with a volunteer student as a course project. The course also includes periodic examinations. Prerequisite: Junior standing.

### 3307. MUSIC THEORY III

Music Theory III offers a thorough introduction to the resources and practice of Western music from the seventeenth century to the present day. A general list of the musical elements to be studied includes (1) Voice leading of diatonic seventh chords; (2) Secondary dominance and leading tone chords; (3) Mode mixture; (4) Neapolitan chords; and (5) Augmented 6th chords. Prerequisite: MUSC 1305.

### 3308. WORLD MUSIC

The World Music course aims to equip students with practical and intellectual tools to enhance their enjoyment and understanding of popular, folk and classical music traditions around the globe, (with the exclusion of what are commonly referred to as Western Art and popular Music) and to explore how these traditions related to history, social issues, politics and identity. By the end of the semester, students will be able to recognize and appreciate a wide variety of World Music, and be able to articulate, through writing projects, knowledge of specific genres and artists of their choosing. Prerequisites: None.

### 3370. TOPICS IN MUSIC

This is in-depth study of variety of topics in music. May be repeated when topics vary. Prerequisite: Sophomore Standing.

### 4105. KEYBOARD HARMONY AND MUSICAL SKILLS

This course is private instruction in piano, for piano and organ majors. It will be tailored to prepare the student to pass the keyboard harmony and musical skills examination. One, thirty-minute lesson per week. Student is expected to practice at least six hours per week. Prerequisite: MUSC 3105 or 3106 or consent of instructor.

### 4320. MUSICAL FORM AND ANALYSIS

Musical Form refers to ways in which a composition is shaped to create a meaningful musical experience for the listener. Form and Analysis makes reference to the design of a musical composition and to its tonal structure. Prerequisites: MUSC 1304, 1305, 3307.

### 4370. TOPICS IN MUSIC

This is in-depth study of particular topics in music. May be repeated when topics vary. Prerequisite: Junior standing.

### 4399. SENIOR PROJECT/RECITAL IN MUSIC

This is the senior capstone course that includes preparation and presentation of a public recital of approximately one hour in length in the student's principal applied music area. During the same semester, student will prepare a written document of some musical elements of works performed. In the case of a student whose principal field of emphasis is composition or theory, the recital would be of his or her works, though not necessarily performed by the composer. Prerequisites: Senior standing and 12 hours advanced music including at least 3 hours of advanced applied music.

# NURSING (NURS)

In accordance with the Schreiner University's Mission Statement and the American Nurses Association's (2003) definition of nursing, Schreiner University's BSN and MSN Programs are committed to advancing the nursing profession through the holistic educational preparation of health professionals to develop and produce quality graduates who are nurse leaders, lifelong learners, and are dedicated to the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations through the provision of safe, competent nursing care. All clinicals graded S/U.

Students must be admitted to the Nursing program to be enrolled in Nursing courses.

## 2201. MEDICAL TERMINOLOGY AND DOSAGE CALCULATION

In this course students will learn vocabulary, abbreviations; and symbols used in the language of healthcare. Emphasis is placed on breaking down terms and defining prefixes, word roots, and suffixes. Additionally, students will apply critical thinking techniques to effective, accurate, and safe calculation of medication dosing. Students will read, interpret, and solve common calculation problems in the preparation of medication.

## 3101. SELF-CARE I PERSONAL SAFETY

This course is one of several designed to support the student nurse's care of self. Students will learn skills of de-escalation and non-violent crisis intervention by skilled trainers. Education and training will include weapon and risk identification and safe handling of weapons in non-crisis situations. Prerequisite: BSN program admission.

## 3102. CLINICAL EXPERIENCE

This clinical course is offered on an as needed basis to support the patient care aspect of nursing education. Students will apply culturally competent, evidence-based nursing care in varied settings which can include children's camps, clinics, hospitals, and communities. Students apply an understanding of the social determinants of health and practice clinical reasoning and professional behaviors in providing care for the patient. Prerequisites: Current enrollment in the BSN Program. Nursing Faculty approval.

## 3111. MENTAL HEALTH NURSING CLINICAL

This course focuses on effective application of knowledge, skills, and attitudes of the professional nurse in using nursing principles in caring for culturally and socially diverse individuals with mental health concerns. The student will use clinical reasoning and evidence-based practice in the application of the nursing process. Nursing care is directed at health maintenance, restoration, health promotion, and teaching of patients with mental health concerns. Prerequisites: BSN program first semester courses.

## 3112. POPULATION AND NURSING LEADERSHIP | CLINICAL

This course is part-one of a two-part series, designed to engage students in the practice of leadership and management strategy during the acquisition and application of essential public and population health concepts. This course incorporates knowledge of leadership theory and professionalism in nursing as students engage in a survey of public and

population health history and practices and engage in the scrutiny of health outcomes in relation to the social determinants of health. This course is designated for the clinical hours and assignments. It must be taken in conjunction with NURS 3311: Population and Nursing Leadership. Prerequisites: Bachelor of Science in Nursing Student; NURS 3312: Population and Nursing Leadership – must be taken concurrently.

### **3202. RESEARCH AND EVIDENCE-BASED PRACTICE**

This course will introduce students to the role of research in professional, evidence-based nursing practice. Students will explore nursing research theories as well as methods for searching, retrieving, critiquing, and applying research in professional practice. Prerequisites (if any): Admission to the BSN Program.

### **3205. ADULT HEALTH I CLINICAL**

This course comprises the application of requisite knowledge of the social and natural sciences, theoretical principles, the nursing process, determinants of health, and professional behaviors in the clinical setting. Students engage in patient-centered care as they advance their ability to perform nursing assessment, skills, and communicate effectively as a collaborating member of the healthcare team. Prerequisites: BSN program first semester courses.

### **3209. FOUNDATIONS OF PROFESSIONAL NURSING CLINICAL**

This course applies the foundational concepts of nursing to include the nursing process, safety and quality, ethics, critical thinking, and clinical judgment. The student will develop a foundation for providing holistic, patient-centered care across the lifespan through skills in communication, assessment, vital signs, and activities of daily living. Additional concepts and fundamental skills will include identifying and addressing environmental concerns, patient positioning and transporting, asepsis, sterile technique, medication administration, and intrusive therapies. Concepts and skills learned will address patient care needs in a compassionate, ethical, and safe manner within a variety of settings. Prerequisites: Admission to the BSN Program.

### **3307. NURSING RESEARCH**

This course continues with an introduction to theories of nursing, the role of research in professional nursing practice, and the responsibilities of professional nurses in finding, critiquing and applying research in professional practice. There is the addition of a quantitative research proposal and a qualitative paper.

### **3308. PATHOPHYSIOLOGY**

This course covers basic concepts related to the abnormal function and change in various organ systems in the face of disease. Effects of disease and other pathological agents are of primary concern, rather than the biology of the agents themselves. We will study the fundamental changes in body physiology due to disease. Considerations are given to selected pathological alterations and their effects on physiological and psychological functions. Emphasis is put on selected illnesses most often encountered by health professionals with emphasis placed on disease processes, manifestations, and treatment. Focus is on presentation of selected pathophysiology and subsequent symptomatology in diverse clients across the lifespan. Common diseases and disorders are covered and emphasis is given to cardiovascular, pulmonary, hepatic, renal and reproductive systems.

### **3309. TRANSITION TO PROFESSIONAL NURSING**

The purpose of this course is to provide an introduction to professional nursing and the role of the professional nurse in customizing the promotion and maintenance of health to individuals through culturally sensitive competent patient centered care. Course content includes advocacy, safety, the multidisciplinary team, the nature and history of professionalism and processes underlying professional nursing, basic concepts of health and illness and legal issues in nursing practice. There will be the addition of the discussion of Nursing Theory and its implication for patient care.

### **3310. FOUNDATIONS OF PROFESSIONAL NURSING**

This course provides the scientific foundation of the philosophy and theory of nursing, nursing history and professional values. Emphasis is placed on safety and quality, the nursing process, and competencies in critical thinking and clinical judgment. The student will develop the foundation for providing holistic, patient-centered care across the lifespan through skills in communication, assessment, vital signs, and activities of daily living. Concepts and skills learned will address patient care needs in a compassionate, ethical, and safe manner within a variety of settings. Prerequisites: Admission to the BSN Program.

### **3311. MENTAL HEALTH NURSING**

This course focuses on mental health concepts related to mental illness prevention, health maintenance, and healing as applied to patients across the lifespan. An overview of the continuum of mental wellbeing and acute and chronic mental illness and treatment modalities is included. Students will apply pharmacological knowledge and principles of nutrition and alternative therapy to the mental health of the patient through a holistic and culturally sensitive evidence-based approach to care. Prerequisites: BSN program first semester courses.

### **3312. POPULATION AND NURSING LEADERSHIP I**

This course is part-one of a two-part series, designed to engage students in the practice of leadership and management strategy during the acquisition and application of essential public and population health concepts. This course incorporates knowledge of leadership theory and professionalism in nursing as students engage in a survey of public and population health history and practices and engage in scrutiny of health outcomes in relation to the social determinants of health. This course must be taken in conjunction with Population Health and Leadership I Clinical; unless student has previously taken clinical and passed.

### **3502. ADULT HEALTH I PATHOPHYSIOLOGY– PHARMACOLOGY AND CARE OF THE ADULT**

This course covers the normal and abnormal function of body systems through the lens of a nursing professional. Students combine knowledge of anatomy, physiology, and pathophysiology principles with professional nursing processes and standards to address the health of the adult across the lifespan. Students will apply pharmacological knowledge and nutritional principles to the health of the adult through a holistic and culturally sensitive evidence-based approach to care. Prerequisites: BSN program first semester courses: NURS 3204, 3304, 3305, 3411.



#### 4101. SELF CARE II WORK–LIFE BALANCE

This course teaches the student how to determine and focus only on relevant matters in life. Students are supported in finding a sense of achievement and satisfaction in their career choice and personal life. Topics covered will include: the benefits of achieving work-life balance, how to avoid burnout, stress and other signs of an unbalanced life, effective goal setting and time management, and healthy management of stress levels. Prerequisites: Completion of first semester courses in the BSN program.

#### 4102. SEXUAL AND REPRODUCTIVE HEALTH CLINICAL

This course focuses on the application of culturally competent and evidence-based nursing care for patient's sexual and reproductive health. Students apply an understanding of the social determinants of health and practice clinical reasoning and professional behaviors in providing care for the patient. Students should expect to participate in various stages of the gestational experience, out-patient reproductive assessments and procedures, and health promotion exercises. Prerequisites: BSN program first and second semester course. A total of 45 clinical hours is required for successful completion of the course. Prerequisites: Successful completion of all Junior level courses.

#### 4105. PHARMACOLOGICAL APPLICATIONS IN NURSING

This course reviews pharmacological agents and dietary supplements across major body systems and specialty areas. Students apply steps of the nursing process to medication administration for patients across the lifespan. Prerequisites: BSN program first, second, and third semester course.

#### 4109. CARE OF THE PEDIATRIC PATIENT CLINICAL

This course focuses on the knowledge, skills, and attitudes of the professional nurse in applying skills to patient care. The student will demonstrate competence in clinical reasoning and use of evidence-based practice (EBP) in the application of the nursing process. Nursing care is directed at health restoration, health promotion, and health maintenance for pediatric patients in institutional and community settings. Prerequisites: BSN program first and second semester courses.

#### 4112. POPULATION AND NURSING LEADERSHIP II CLINICAL

This course focuses on population and health leadership. It is the second part of a two-part series designed to engage students in the practice of leadership and management strategy during the acquisition and application of essential public and population health concepts. This course addresses the role of nurse manager and surveys environmental and epidemiological sciences for the direct. Student must be enrolled in Population and Nursing Leadership II concurrently. Prerequisites: Population and Nursing Leadership I, Population and Nursing Leadership I Clinical; Student must also be enrolled in Population and Nursing Leadership II concurrently.

#### 4208. GLOBAL HEALTH NURSING

The purpose of this course is to focus on the role of the nurse in the delivery of socially responsible, safe, competent, compassionate, and culturally sensitive care in a changing global society. Students will apply knowledge of social determinants of health, public health policy, and the nursing process to hands-on practical experiences. Students may

engage in medical mission work abroad or may work in local or regional underserved populations. Prerequisites: Acceptance in the BSN program.

#### **4209. SEXUAL AND REPRODUCTIVE HEALTH CLINICAL**

This course focuses on the application of culturally competent and evidence-based nursing care for patient's sexual and reproductive health. Students apply an understanding of the social determinants of health and practice clinical reasoning and professional behaviors in providing care for the patient. Students should expect to participate in various stages of the gestational experience, out-patient reproductive assessments and procedures, and health promotion exercises. Prerequisites: BSN program first and second semester course.

#### **4210. ADULT HEALTH II CLINICAL**

This course builds on the concepts learned and skills gained in Adult Health I Clinical. Students continue to apply requisite knowledge, evidence-based and professional practices, and clinical judgment to the clinical setting with an emphasis on managing chronic illnesses and exploring the aging process and end-of-life experience. Prerequisites: BSN program first and second semester courses.

#### **4302. HOLISTIC HEALTH CARE ACROSS THE LIFESPAN**

This course is designed to enhance the working RN's knowledge and skills with applying evidenced based practice for health promotion across the lifespan with an emphasis on vulnerable populations. This course will emphasize the family as a client, cultural diversity, teaching principle across the lifespan. Health promotion education will use evidence based research and will also focus on communication, community resources and screenings in a clinical setting.

#### **4303. NURSING LEADERSHIP AND MANAGEMENT**

This course focuses on the knowledge, skills, and attitudes that provide a foundation for critical thinking and decision-making in leadership and management, supervision, and delegation. The course examines healthcare system policy, finance, regulation, analysis, and transformation of healthcare systems at department levels to improve the quality and safety of patient care. Leadership strategies and theories that promote effective, mutually respectful, ethical working relationships in organizational and community settings are emphasized.

#### **4304. COMMUNITY HEALTH NURSING**

This course focuses on holistic public health nursing care of populations in local, national, and global settings, emphasizing levels of prevention and health promotion based on determinants of health (policy-making, social factors, health services, individual behavior, and biology/genetics). This course incorporates a clinical component evaluating a community.

#### **4308. TRANSITION TO PROFESSIONAL PRACTICE**

This course provides comprehensive learning opportunities that promote integration of baccalaureate learning outcomes to prepare the graduate for professional nursing practice. Students will engage in activities intended to contribute to a successful job search, explore issues that may confront the profession of nursing or the individual nurse,

and assess readiness for licensure exam. Prerequisites: BSN program first, second, and third semester courses.

#### **4309. CARE OF THE PEDIATRIC PATIENT**

This course focuses on the holistic nursing care of children and their families in various settings. An emphasis is placed on providing age appropriate, evidence-based care incorporating principles of growth and development from birth to adolescence/young adult. Acute and chronic health conditions affecting the pediatric population will also be explored. Prerequisites: BSN program first and second semester courses.

#### **4310. ADULT HEALTH II CHRONIC CONDITIONS**

This course covers chronic conditions of the adult through the lens of a nursing professional. Students combine knowledge of anatomy, physiology, and pathophysiology principles with professional nursing processes and standards to address chronic health conditions of the adult across the lifespan. Students will apply pharmacological knowledge and nutritional principles to the health of the adult through a holistic and culturally sensitive evidence-based approach to care. Prerequisites: BSN program first and second semester courses.

#### **4311. SEXUAL AND REPRODUCTIVE HEALTH**

This course explores content relevant to sexual and reproductive health. Sexual health is defined as a state of physical, emotional, mental, and social well-being in relation to sexuality. Using a culturally sensitive approach, the course explores sexual health topics including intimate partner violence, transmitted infections, and transitioning. In addition, students apply the nursing process and holistic-care components to the gestational experience from conception to birth and care of the newborn. Prerequisites: BSN program first and second semester courses.

#### **4312. POPULATION AND NURSING LEADERSHIP II**

This course is part two of a two-part series, designed to engage students in the practice of leadership and management strategy during the acquisition and application of essential public and population health concepts. This course addresses the role of a nurse manager and surveys environmental and epidemiological sciences for the direct application to aggregate health outcomes and emergency preparedness. This course is to be taken in conjunction with Population and Nursing Leadership II Clinical.

#### **4370. TOPICS IN NURSING**

This is a study of selected topics in the field of nursing. Topics will vary; course may be repeated when topics vary. Prerequisites: As required by instructor: upper-division standing and admission to BSN program.

#### **4371. HEALTH ASSESSMENT FOR THE EXPERIENCED NURSE**

Health Assessment for the Experienced Nurse emphasizes the skills essential to the assessment parameter of the nursing process. The purpose of this course is to broaden the nurse's knowledge base, increase their assessment skills with a holistic approach including mind, body, and spirit, and to facilitate their ability to apply these skills in a clinical setting. The knowledge from this course is immediately applicable to everyday

patient care. Another focal point of the course is the evaluation and utilization of research and additional sources of information necessary to address patient needs and provide quality care. The course covers the appropriate methods, appraisal, and utilization of research findings with a goal of implementing best practices. Barriers to the use of evidence-based practice as well as how to facilitate innovation within the workplace are also discussed. This course will have a clinical component with students doing health assessments online and in a clinical setting.

#### **4372. NURSING INFORMATICS**

Nursing Informatics examines the history of healthcare informatics, basic concepts, current issues, as well as health information management systems. Students will apply informatics concepts to a current clinical practice setting and will suggest methods for using technology to improve patient safety and work place effectiveness. Acceptance into the RN to BSN program.

#### **4373. POLITICS AND POLICY**

This course will provide the RN-to-BSN student coursework that will assist in developing an understanding and the tools needed to comprehend how nursing policy and politics interact. Each student will develop the opportunities to apply knowledge from liberal arts and nursing theory in understanding the relationship between nursing policy and politics. Individuals will be evaluated through didactic assessments for their readiness in the comprehension of concepts. Acceptance into the RN to BSN program.

#### **4374. GLOBAL HEALTH NURSING**

This course explores global issues affecting personal, community, and international health and development using approaches from health promotion, population health, and primary health care to help frame analyses. Nursing students will learn about the basic perspectives on health policy issues in various geographical regions and the effects of significant world events. Global Health Nursing demonstrates how the nurse creates an environment of inclusion and demonstrates evidence-based, quality nursing care in complex situations as well as across health care systems and diverse settings. Acceptance into the RN to BSN program.

#### **4375. FINANCIAL MANAGEMENT AND NURSING**

This course explores the economic issues relevant to nursing practice and health care and uses a systems approach to analyzing the financial impact of health care decisions. The course further assesses the financial implications of nursing decisions from a clinical perspective. Topics include a myriad of financial concepts ranging from staffing and budgeting to measuring productivity and forecasting costs. The goal of this course is to enable nurses in managerial roles to implement change without negatively affecting patient care outcomes. Acceptance into the RN to BSN program.

#### **4380. DIRECTED STUDY IN NURSING**

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the dean. Normally, students enrolling will have upper-division standing, a 2.0 GPA, and have completed basic discipline courses. May be repeated as topics change. Prerequisite: Admission to BSN program.

#### **4397. NURSING CAPSTONE**

This course is completed by students in one of their last two terms. Each student conceives and completes an application-based project in the nursing subject area of their choice. Students work with individual faculty members who approve the projects and mentor students through the process. The capstone project gives students the opportunity to synthesize the material they have learned across multiple nursing courses and apply it in a practical setting. Acceptance into the RN to BSN program.

#### **4405. TRANSITIONS TO PROFESSIONAL PRACTICE**

This course provides comprehensive learning opportunities that promote integration of baccalaureate learning outcomes to prepare the graduate for professional nursing practice. Students will engage in activities intended to contribute to a successful job search, explore issues that may confront the profession of nursing or the individual nurse, and assess readiness for licensure exam. Prerequisites: BSN program first, second, and third semester courses. The course requires 45 total clinical hours for successful completion.

#### **4496. NURSING CAPSTONE EXPERIENCE**

This course contains didactic and clinical components. The didactic portion of the course explores acute conditions of the patient through the lens of a nursing professional. The clinical portion of the course allows students to engage in a preceptor-led clinical experience in a patient care setting. Students combine knowledge of anatomy, physiology, and pathophysiology principles with professional nursing processes and standards to address acute health conditions of the patient across the lifespan. Students will apply pharmacological knowledge and nutritional principles to the health of the patient through a holistic and culturally sensitive evidence-based approach to care. Prerequisites: BSN program first, second, and third semester courses.

#### **5301. PATHOPHYSIOLOGY, PHYSICAL ASSESSMENT, AND PHARMACOLOGY**

This refresher course is designed for the registered nurse to review the concepts of pathophysiology, physical assessment, and pharmacology prior to starting the MSN program. The course develops a foundational synthesis of the principles using a real-world holistic approach to nursing. Prerequisites: Bachelor of Science in Nursing.

#### **5310. ADVANCE PRACTICE NURSING LEADERSHIP**

This course prepares Advanced Practice Registered Nurses (APRNs) to enact leadership within complex healthcare systems. Students examine transformational leadership theories, interprofessional collaboration, Social Determinates of Health (SDOH), and the APRN's role in policy and advocacy. Emphasis is placed on ethical decision-making, cultural humility, communication skills, and the use of evidence to influence clinical, organizational, and population-level outcomes. Through applied activities, case analyses, and reflective leadership development, students cultivate the competencies necessary for effective advanced practice leadership. Prerequisite: None.

#### **5312. THEORY IN ADVANCED PRACTICE NURSING**

This course focuses on nursing theories and other theories that are applied to nursing frameworks. Students will focus on the contribution of theories from nursing and other

disciplines to informed nursing practice. Students will understand the use of relevant theories and strategies for application to their own practice as a master's prepared nurse, at the organization level, and for the overall health care system. Prerequisites: None.

### **5313. RESEARCH METHODS AND EVIDENCE-BASED PRACTICE**

This course provides the integration of research and evidence-based practice. Content related to problem identification, finding literature, qualitative and quantitative approaches to research, and the application to evidence-based practice is presented. Students will have the opportunity to practice and develop evidence-based projects in the nursing field to improve health quality and patient safety. Prerequisites: None.

### **5314. EPIDEMIOLOGY AND POPULATION-BASED HEALTH CARE**

This course provides students with the fundamentals of epidemiology, community health, and population-based health care. Students will examine the epidemiology of study design, explain an outcome measure including risk factors, and learn the common ethical issues in epidemiology. Prerequisites: None.

### **5321. ADVANCED PHYSIOLOGY AND PATHOPHYSIOLOGY**

This course provides advanced knowledge of physiology and pathophysiology in humans. Students will gain a better understanding of the normal anatomy and physiology of the human organ, and they are able to relate this knowledge to identify the changes in normal function that result in symptoms indicating illnesses. In addition, this course covers the physiology and pathophysiology of the cardiovascular, lymphatics, musculoskeletal, integumentary, respiratory, digestive, urinary, endocrine, reproductive, and neurological systems. Prerequisites: None.

### **5322. ADVANCED HEALTHCARE AND LITERACY ASSESSMENT**

This course focuses on the advanced practice of collecting patient's data through the interview and performing physical examinations. Students learn to identify potential health issues through interpretation of the history, health assessment, and laboratory data. This course incorporates 50 hours of laboratory/simulation experience, allowing students to practice performing physical examinations. Prerequisites: None.

### **5323. ADVANCED PHARMACOLOGY**

This course emphasizes the principles of pharmacology, pharmacodynamics, and pharmacokinetics, including the side effects, idiosyncratic adverse drug reactions, drug interactions, and allergy reactions. Students will learn to assess, evaluate, and manage a patient's health problems and apply the principles of therapeutic decision-making and prescribing.

### **5331. ADVANCED PRIMARY CARE FAMILY NURSE PRACTITIONER**

This course focuses on providing primary care to children, adults, and older adults using a lifespan approach, emphasizing health promotion and disease prevention. The theo-

retical model for primary care delivery and advanced health assessments will be covered. Advanced health assessments, diagnosis, differential diagnosis, and management of acute and chronic health conditions are emphasized. Knowledge of social determinants of health, health disparities, palliative care, and ethics provides the foundation for developing a comprehensive plan of care.

### **5332. ADVANCED PRIMARY CARE FAMILY NURSE PRACTITIONER II**

This course continues to highlight primary care to children, adults, and older adults using a lifespan approach. Advanced health assessments, diagnosis, differential diagnosis, and management of acute and chronic health conditions are emphasized. Knowledge of social determinants of health, health disparities, palliative care, and ethics provides the foundation for developing a comprehensive plan of care. Prerequisites: Advanced Health Assessments, Advanced Physiology and Pathophysiology, Pharmacology.

### **5333. ADVANCED PRIMARY CARE FAMILY NURSE PRACTITIONER III**

This course continues to highlight primary care to children, adults, and older adults using a lifespan approach. Advanced health assessments, diagnosis, differential diagnosis, and management of acute and chronic health conditions are addressed. Content related to reproductive systems, the unique needs of vulnerable populations, and the plan of care for the patients and family is covered. Prerequisites: Advanced Health Assessments, Advanced Physiology and Pathophysiology, Pharmacology.

### **5347. ADVANCED PSYCHOPHARMACOLOGY ACROSS THE LIFESPAN**

Advanced psychopharmacology studies the principles essential for the treatment of psychiatric and mental health conditions across the lifespan. Students will explore the pharmacodynamics, pharmacokinetics, and mechanisms of action of psychotropic medications, as well as the role of psychogenetics in individualized treatment planning. Emphasis is placed on the safe and effective prescribing of medications, consideration of comorbid conditions, monitoring for adverse effects, and patient education. This course prepares students to apply evidence-based strategies in clinical decision-making to optimize mental health outcomes in diverse populations. Prerequisites: Prior enrollment in NURS 5311, 5312, 5313, 5314, 5323, with at least a B grade.

### **5348. PMHNP I: ASSESSMENT, DIAGNOSTICS, EVALUATION AND PSYCHOTHERAPIES**

This course provides an exploration of the examination, diagnosis, and evaluation of mental health conditions, emphasizing the integration of evidence-based psychotherapeutic approaches. Students will develop proficiency in the use of assessment tools, diagnostic criteria, and diagnostic tests to accurately identify mental health conditions. The course focuses on synthesizing clinical data to develop comprehensive, individualized care plans that address the unique needs of patients in diverse mental health settings. Emphasis is placed on fostering critical thinking, clinical decision-making, and interprofessional collaboration to optimize mental health outcomes. Prerequisites: Prior enrollment in NURS 5311, 5312, 5213, 5314 with at least a B grade.

### 5349. PMHNP II: PSYCHOGENETICS AND PATIENT MANAGEMENT

This course explores essential topics in mental health care, including psychotherapy techniques, diagnostic tools, and treatment strategies for conditions like ADHD, substance addiction, sleep disorders, and personality disorders. It also emphasizes prevention, age-specific care, and fostering mental wellness, equipping students with the skills to support diverse patient needs effectively. Prerequisites: Prior enrollment in NURS 5311, 5312, 5313, 5314 with good standing having received an A or B in the course based on syllabus requirements.

### 5350. PMHNP III: MENTAL HEALTH NURSING INTERVENTIONS FOR FAMILIES

This course emphasizes nursing interventions within the family context, focusing on patient rights, mental health promotion, and strategies for illness prevention. Core topics around psychoeducation to deepen students' understanding of individual mental health conditions and enhance their ability to support families effectively. Students will develop skills in implementing evidence-based mental health nursing interventions tailored to families while addressing the legal and ethical considerations essential for psychiatric-mental health nurse practitioners. In addition, to fostering health promotion and prevention strategies that improve outcomes for individuals and their families in diverse mental health settings. Prerequisites: Prior enrollment in NURS 5311, 5312, 5313, 5314 with good standing having received an A or B in the course based on syllabus requirements.

### 5634. ADVANCED PRIMARY CARE FNP CLINICAL I

Advanced Primary Care FNP Clinical I, II, III, and IV provides the student with the opportunity to integrate the knowledge from previous courses and apply it in clinical settings. The student applies health promotion, disease prevention, and illness management strategies in a direct care environment that is designed to advance the student's knowledge and expertise in family, primary care clinicals. The students will spend approximately 14 hours per week at clinical placement under supervision from the preceptors. During clinical, students have the opportunity to utilize and improve their skills and progression in their role as a FNP student and will include opportunities for interpersonal collaboration.

### 5635. ADVANCED PRIMARY CARE FAMILY NURSE PRACTITIONER CLINICAL II

Advanced Primary Care FNP Clinical I, II, III, and IV provides the student with the opportunity to integrate the knowledge from previous courses and apply it in clinical settings. The student applies health promotion, disease prevention, and illness management strategies in a direct care environment that is designed to advance the student's knowledge and expertise in family, primary care clinicals. The students will spend approximately 14 hours per week at clinical placement under supervision from the preceptors. During clinical, students have the opportunity to utilize and improve their skills and progression in their role as a FNP student and will include opportunities for interpersonal collaboration.



## **5636. ADVANCED PRIMARY CARE**

### **FAMILY NURSE PRACTITIONER CLINICAL III**

Advanced Primary Care FNP Clinical I, II, III, and IV provides the student with the opportunity to integrate the knowledge from previous courses and apply it in clinical settings. The student applies health promotion, disease prevention, and illness management strategies in a direct care environment that is designed to advance the student's knowledge and expertise in family, primary care clinicals. The students will spend approximately 14 hours per week at clinical placement under supervision from the preceptors. During clinical, students have the opportunity to utilize and improve their skills and progression in their role as a FNP student and will include opportunities for interpersonal collaboration.

## **5637. ADVANCED PRIMARY CARE FNP CLINICAL IV**

Advanced Primary Care FNP Clinical I, II, III, and IV provides the student with the opportunity to integrate the knowledge from previous courses and apply it in clinical settings. The student applies health promotion, disease prevention, and illness management strategies in a direct care environment that is designed to advance the student's knowledge and expertise in family, primary care clinicals. The students will spend approximately 18 hours per week at clinical placement under supervision from the preceptors. During clinical, students have the opportunity to utilize and improve their skills and progression in their role as a FNP student and will include opportunities for interprofessional collaboration.

## **5647. PMHNP CLINICAL I: MENTAL HEALTH ASSESSMENT AND DIAGNOSIS IN CLINICAL PRACTICE**

This clinical course focuses on the practical application of mental health assessments, diagnostic tools, and evaluation techniques in a clinical setting. Students will develop proficiency in conducting comprehensive mental health evaluations, applying DSM criteria, and utilizing diagnostic tests. Emphasis is placed on creating detailed care plans tailored to individual patient needs and integrates psychotherapeutic approaches into clinical practice. Additionally, students will also refine their skills to integrate psychotherapeutic approaches into their assessments and collaborate effectively with interdisciplinary teams. Students will spend approximately 25-26 hours per week of direct, supervised patient care, preparing students for advanced practice in diverse mental health settings. Prerequisites: Prior enrollment in NURS 5311, 5312, 5313, 5314, 5321, 5322, 5323, 5347, 5348, 5349, 5350, with at least a B grade.

## **5648. PMHNP CLINICAL II: PSYCHOTHERAPEUTIC TECHNIQUES AND MANAGEMENT OF SPECIFIC DISORDERS**

This clinical course focuses on the practical application of psychotherapeutic techniques and treatment strategies for managing various mental health conditions. Students will gain clinical experience in diagnosing and managing conditions such as ADHD, substance use disorders, sleep disorders, and personality disorders. The course also emphasizes prevention strategies, age-specific care considerations, and promoting mental wellness across diverse populations. Students will spend approximately 25-26 hours per week of direct, supervised patient care, preparing students for advanced practice in diverse mental health settings. Prerequisites: Prior enrollment in NURS 5311, 5312, 5313, 5314, 5321, 5322, 5323, 5347, 5348, 5349, 5350, 5647 with at least a B grade.

## **5649. PMHNP CLINICAL III: FAMILY-FOCUSED MENTAL HEALTH INTERVENTIONS**

This clinical course focuses on providing family-oriented mental health care. Students will implement nursing interventions that address families' mental health needs, including psychoeducation and illness prevention strategies. Key topics include informed consent, confidentiality, and the legal and ethical aspects of family-focused mental health care. The course emphasizes strengthening family support systems and promoting holistic mental health within family units. Students will spend approximately 25-26 hours per week of direct, supervised patient care, preparing students for advanced practice in diverse mental health settings. Prerequisites: Prior enrollment in NURS 5311, 5312, 5313, 5314, 5321, 5322, 5323, 5347, 5348, 5349, 5350, 5647, 5648 with at least a B grade.

## **5650. PMHNP CLINICAL IV: ADVANCED MENTAL HEALTH PROMOTION AND ETHICAL PRACTICE**

This clinical course focuses on advanced nursing interventions, mental health promotion, and ethical decision-making in practice. Students will strengthen their skills in promoting mental health and preventing illness within diverse communities, emphasizing patient rights, confidentiality, and equitable care. Through advanced clinical cases, students will enhance their ability to deliver psychoeducation, address ethical dilemmas, and implement culturally sensitive interventions. The course includes approximately 14 hours of direct, supervised patient care per week, supervised patient care, preparing students for advanced practice in diverse mental health settings. Prerequisites: Prior enrollment in NURS 5311, 5312, 5313, 5314, 5321, 5322, 5323, 5347, 5348, 5349, 5350, 5647, 5648, 5649 with at least a B grade.

## **PHILOSOPHY (PHIL) (SEE RELIGION)**

### **1301. (1301) INTRODUCTION TO PHILOSOPHY**

This is an introduction to the basic principles and concepts in Western philosophy. Problems about the nature of God, minds, the physical world, and freewill are approached through a close study of classical and contemporary philosophical writings.

### **1310. (2306) INTRODUCTION TO ETHICS**

This is a study of the dominant theories about the nature of morality, including utilitarianism, deontology, relativism, and their application to practical and timely moral issues.

### **2311. BUSINESS ETHICS**

This is an in-depth analysis of ethical issues confronting contemporary business. Topics include the social responsibilities of business, ethics in advertising, the ethics of capitalism and socialism, corporate loyalty, and the profit motive. Prerequisite: sophomore standing or consent of instructor.

### **2312. ENVIRONMENTAL ETHICS**

This is a thorough introduction to the major issues in environmental ethics and the proposals suggested for adequately and justly dealing with those issues. Topics include:

Animal Rights, The Moral Implications of Darwinism, Ecology, The Ethics of Environmental Activism, Moral Issues Associated with Endangered Species, The Interests of Nonhumans, and Respect for Nature, and the Moral Standing of Other Species, Natural Objects and Ecosystems.

### 2313. HEALTH CARE ETHICS

This course will introduce ethical theories and principles and apply them to the analysis of seminal cases in health care ethics. Prerequisite: ENGL 1301 and 1302.

### 2320. (2303) INTRODUCTION TO LOGIC

This is a study of the basic systems of logical thinking; inductive, deductive, syllogistic and propositional logic, and their applications.

### 3330. METAPHYSICS

This is a study of the major ideas about the ultimate nature of reality; focus on problems dealing with existence, mind, matter, space, time, and universals. Prerequisites: Two philosophy courses and Junior standing, or consent of instructor.

### 3340. ANCIENT AND MEDIEVAL PHILOSOPHY

This is a critical study of the major philosophical ideas and the dominant thinkers in ancient and medieval times; emphasis on the Pre-Socratics, Plato, Aristotle, Augustine, and Aquinas. Prerequisites: PHIL 1301 or HIST 1350, and Junior standing.

### 3350. EARLY MODERN PHILOSOPHY

This is a study of the foundations and possibility of genuine knowledge; rationalism, empiricism, critical idealism, skepticism. Emphasis is on Descartes, Leibnitz, Locke, Hume, and Kant. Prerequisites: Two philosophy courses and Junior standing.

### 3353. INTRODUCTION OF PHILOSOPHY OF TECHNOLOGY

This course examines the diverse ways modern technologies shape human life. Drawing upon a rich philosophical tradition of reflection on technology's impact, both affirming and critical, the course affords students the space to consider larger issues of justice, purpose, rights, and meaning. Special attention is given to theories of technology in order to then consider application in a rapidly changing technological context. Prerequisites (if any): PHIL 1301 or 1310 or consent of instructor.

### 3360. PHILOSOPHY OF RELIGION

This is an examination of fundamental ideas and concepts of Christian theology, the challenge of modern philosophy and scientific thought, and the response of Christian thought. Prerequisite: Junior standing or consent of instructor. See RELI 3360.

### 4341. TWENTIETH CENTURY PHILOSOPHY

This is a survey of the major philosophical trends of the twentieth century; emphasis on pragmatism, existentialism, logical positivism, and linguistic analysis. Prerequisites: Two upper-level philosophy courses and Senior standing.

### 4370. TOPICS IN PHILOSOPHY

This is an in-depth study of particular topics in philosophy. May be repeated when topics vary. Prerequisite: Recommended at least Junior standing.

### 4380. DIRECTED STUDY IN PHILOSOPHY

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Normally students enrolling will have upper-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

### 4395. PROBLEMS IN PHILOSOPHY

This is a systematic study of the major, perennial philosophical issues and their treatment by historically mainstream philosophers from ancient times to the present decade. Topics include: The Problem of Universals, The Problem of Induction, The Nature of Values, The Mind-Body Problem, A Priori Knowledge, Truth, and Realism/Antirealism. Will only be offered as an alternate to the senior thesis. Prerequisite: Senior standing.

### 4399. SENIOR PROJECT IN PHILOSOPHY

This is an independent capstone research investigation culminating in a senior thesis or comparable senior project.

## PHYSICS (PHYS)

### 1100. INTRODUCTION TO ASTRONOMY LAB

Required concurrent lab for PHYS 1300. Lab fee

### 1101. COLLEGE PHYSICS I LAB

Required concurrent lab for PHYS 1301. Lab fee

### 1102. COLLEGE PHYSICS II LAB

Required concurrent lab for PHYS 1302. Lab fee

### 1300. INTRODUCTION TO ASTRONOMY

This is a descriptive course in the development of astronomy and its methods, the motions, laws and evolution of the solar system. Topics include the general properties and types of stars and other stellar objects, evolution and cosmology. The laboratory portion is designed to provide students with exercises and simulations pertaining to the universe, and to provide viewing opportunities. Viewing will occur during the day and night. Prerequisite: Concurrent enrollment in lab PHYS 1100 required.

### 1301. COLLEGE PHYSICS I

A non-calculus based treatment of classical physics including kinematics, laws of motion, conservation of mass, momentum and energy, solid mechanics, fluid mechanics, oscillatory motion, and selected topics in thermal science. May be applied to physics

requirement for medical and other science and technology related degree programs. Prerequisite: Algebra competency as determined by course credit, placement, or test score, or consent of the instructor. Concurrent enrollment in lab PHYS 1101 required.

### 1302. COLLEGE PHYSICS II

Topics include electricity and magnetism, optics and modern physics. Maybe applied to certain science and technology related degree programs. Prerequisite: PHYS 1301 and 1101. Concurrent enrollment in lab PHYS 1102 required.

### 2125. UNIVERSITY PHYSICS I LAB

Required concurrent lab for PHYS 2325. Lab fee

### 2126. UNIVERSITY PHYSICS II LAB

Required concurrent lab for PHYS 2326. Lab fee

### 2325. UNIVERSITY PHYSICS I

A calculus-based treatment of classical physics including kinematics, laws of motion, conservation of mass, momentum and energy, solid mechanics, fluid mechanics, oscillatory motion, and selected topics in thermal science. Partial fulfillment of physics requirement for engineering, and other science, math and technology-related degree programs. Prerequisite: C or better in MATH 2422 or concurrent enrollment in MATH 2423 or consent of instructor. Concurrent enrollment in lab PHYS 2125.

### 2326. UNIVERSITY PHYSICS II

A continuation of PHYS 2425. Topics include electricity and magnetism, optics and modern physics. Completes the physics requirement for engineering, and other science, math and technology-related degree programs. Prerequisite: PHYS 2325 and 2125 and credit for or concurrent enrollment in MATH 2423. Concurrent enrollment in lab PHYS 2126.

### 3300. ASTROPHYSICS

This course will consider topics such as planets, stars, galaxies, and cosmology. Their properties, structure, kinematics, and interactions will be investigated using the tools of astrophysics. We will use astrophysical concepts such as gravitational collapse, energy generation, radiative processes, hydrostatic equilibrium and how they give rise to properties such as mass, size, age, temperature, and composition. We will also study observational techniques over a range of wavelengths.

## POLITICAL SCIENCE (POLS)

Schreiner University offers courses leading to the Bachelor of Arts degree with a major in Political Science in two tracks of study: American government or pre-law. The program is designed to instill in students a broad outlook in either area that is fundamentally sound. Such a curriculum is necessary for an individual to be a competent, educated, and productive citizen in today's global society. This is a multidisciplinary major coupled with a strong liberal arts core. It is designed primarily for students who plan to embark in careers in government service, academia, non-profit organization administration, and/or attend law school.

A **Major in Political Science** consists of introductory courses (POLS 2301, 2303, and 33 hours upper-level including POLS 3350)

Students wishing to earn a **Minor in Political Science** must take two introductory courses, POLS 2301, 2303 and complete an additional 12 hours of POLS course offerings at the 3000 level or above.

## 2102. MOOT COURT

This is the study of modern legal interpretation combined with participation in Moot Court. Participation will include the detailed study and analysis of a selected problem in modern constitutional law, the study of legal advocacy and construction of legal argument, and competing in at least one Texas Undergraduate Moot Court Association (TUMCA) regional competition per semester. May be repeated six times.

## 2301. AMERICAN GOVERNMENT (NATIONAL AND TEXAS) ORGANIZATION

This introductory course offers an overview of the American and Texas political systems. It addresses the origins of social contracts, such as the United States and Texas Constitutions, and the behavioral processes of functioning democracies. It covers the underlying powers and responsibilities of the separate branches of government as well as the news media and interest groups. It closes with a consideration of the current state of social and economic policy-making processes. Prerequisites: None.

## 2302. AMERICAN PUBLIC POLICY

The policy-making process, agencies and administration of public policy in the government of the United States, the states in general, Texas in particular are the focus of this course. The policy areas investigated in this course include, civil rights, criminal justice, taxation, defense, health and welfare, education, environment, economics, trade and immigration. Prerequisite: POLS 2301 or consent of instructor.

## 2303. INTRODUCTION TO INTERNATIONAL RELATIONS

This introductory course offers an overview of the global political system from a political science perspective. It covers alternative theoretical approaches, such as realism and liberalism, that are used to understand and predict global stability in terms of international conflict and economic growth. Prerequisites: None.

## 3306. CLASSIC POLITICAL THOUGHT

This course covers the predominant schools of political thought in the ancient and medieval eras. The material in this course begins with the thought of Plato and Aristotle, moves through the Hellenistic, Roman and early Christian eras, before concluding with the medieval Christian and Islamic thinkers. Students will learn how the political ideas covered impacted the respective historical eras and contemplate the ways in which these ideas have remained influential into our contemporary era.

## 3307. MODERN POLITICAL THOUGHT

This course covers the predominant political thought in the modern era. The material in this course begins with Machiavelli, moves through the seminal democratic theorists, late

moderns such as Nietzsche and Heidegger, before concluding with late 20th century and early 21st century contributors to political thought. Students will learn how the political ideas covered impacted and remain influential to modernity.

### 3308. AMERICAN POLITICAL THOUGHT

This course covers the predominant political thought in American history. The material in this course begins with the colonial era, moves through the Revolutionary and early years of the Republic, the Civil War, the Progressive Era, late 20th century thought and 21st century contemporary contributors to American political thought. Students will learn how the political ideas covered impacted and remain influential to American's political history and culture.

### 3309. COMPARATIVE POLITICS

This course covers the comparative approach used to evaluate and understand the different political systems found throughout the world. It adopts a political science perspective that focuses on institutional differences in constitutional authorities, behavioral outcomes, and political culture.

### 3310. THE AMERICAN PRESIDENCY

This course offers an overview of the contemporary American presidency. It begins with a focus on the electoral politics of running for and winning the office. It then moves toward the president's policy-making agenda in terms of the legislative process and the executive branch bureaucracy. It closes with conflicting views of presidential power and the role of the president in responding to crisis events. Prerequisites: POLS 2301 or consent of instructor.

### 3320. CONGRESS AND THE LEGISLATIVE PROCESS

This course offers an overview of the United States Congress and the institutional rules that govern the passage of public laws. It begins with a consideration of electoral politics and looks at the underlying goals and constituency relationships of members of Congress. It then moves toward a focus upon legislator role orientation and the different institutional rules that govern the legislative process within the House and the Senate. It closes with some larger perspective on the contemporary era of divided government and party polarization. Prerequisites: POLS 2301 or consent of instructor.

### 3330. JUDICIAL PROCESS

This course offers an overview of the federal judiciary and how it fits in the American political system. It introduces the civil and common law systems and alternative theories of judicial decision-making. It then considers a number of critical processes, such as agenda setting, opinion formation, lower court compliance, and the appointment of judges. The course closes out with several contextual topics, including perceptions of judicial legitimacy and the role of courts as venues for social change. Prerequisites: POLS 2301 or consent of instructor.

### 3340. THE ADMINISTRATIVE PROCESS

This course offers an overview of the literature on administrative policy-making with an emphasis on the theories that help us understand the purpose and structure of bureaucratic

organizations. It covers the federal rule-making process and offers insight into the constituent relationships between executive, legislative, judicial and interest group actors. It uses contemporary policy issues to identify significant changes in regulations that have substantial effects on society. Prerequisites: POLS 2301 or consent of instructor.

### **3350. POLITICAL SCIENCE RESEARCH AND WRITING**

This course provides an introduction to the discipline of political science with an emphasis on the different components of commonly accepted research design. It focuses on the development of research questions and theoretical frameworks that stem from a stain of the research literature. The course also addresses the structural aspects of effective writing and analysis within the discipline. It represents the first of the two course methods sequence for the major. Prerequisites: POLS 2301, POLS 2303, or POLS 2305, or consent of instructor.

### **3351. SOCIAL AND POLITICAL THEORY**

This course offers an overview of the literature associated with the field of political theory. It follows a temporal sequence that reaches all the way back to the earliest origins of Grecian society, transitions to the seminal foundations of American political thought, and progresses to contemporary views of justice and current global dilemmas. Prerequisites: None.

### **3352. U.S. CONSTITUTIONAL LAW**

This is a systematic examination of the fundamental ideas of law and jurisprudence with an emphasis on the status of United States common law precedent. Course topics will focus on the fundamental differences between civil law and common law systems and examine the development of the landmark precedents that define separation of powers, civil liberties and civil rights within the United States. Prerequisites: POLS 2301.

### **3361. CHURCH AND STATE**

This course is designed to address the ever present dynamic of religious belief in the social sphere. This study will address the role religion has played in shaping society (and vice versa) in ways that affect public morality, political institutions, and social policy. Focus will concentrate on church/state relations within the United States although such a dynamic in the global community will also be explored.

### **3371. POLITICAL SCIENCE RESEARCH METHODS**

This course covers the standards that govern political science research. It focuses on the empirical practices of hypothesis testing and statistical inference. Students will learn a range of statistical techniques, such as t-tests, analysis of variance, and linear regression. They will also learn how to effectively present empirical analysis through plots of relationships and tables of results. It represents the second of the two course methods sequence for the major. Prerequisites: POLS 3350 or consent of instructor.

### **3372. INTERNATIONAL LAW**

This course provides an in depth overview of the major components of international law. The course addresses both the historical development of international law and its con-



temporary form. Particular emphasis is placed on how international law, as manifested through treaties and norms, influences the behavior of states in the international system and how they interact with inter-governmental organizations, non-governmental organizations, multinational corporations, individuals and other states. These issues will be explored through readings, lectures, case studies and documentaries.

### 3373. MODEL UN

The purpose of this course is to prepare students to participate in the National Model United Nations, where the class will represent an assigned country on a number of United Nations committees. This preparation includes: 1) public speaking and negotiation skills, 2) knowledge of the assigned country, 3) NMUN rules of procedure, and the UN system, and 4) resolution and position paper writing. Given time constraints and the fact that class will be divided up among several committees (each of which will address different topics) students will be required to do independent research on the assigned country and its position on respective committee topics. Prerequisites: PLOS 2303, POLS 3372. Corequisite: POLS 3309. Travel required.

### 3374. POLITICAL PSYCHOLOGY AND BIOPOLITICS

This course offers an overview of the role that psychology and biology plays in influencing the political behavior of individuals, groups, and governments. The application of psychological approaches in the fields of American politics, comparative politics, and international relations will be explored. Topics covered include, but are not limited to: public opinion, attitude and ideological formation, voting behavior and policy preference formation, elite decision-making, intergroup relations/conflict. These issues will be addressed in light of empirical findings in the fields of political science, social psychology, cognitive psychology, cognitive neuroscience, and biology, and experimental philosophy. Prerequisites: None.

### 3375. INTERNATIONAL SECURITY

This course offers an overview of the field of security studies. The course will center on warfare (how it starts, how it is conducted, and how it can be prevented?). The course explores a variety of topics related to warfare such as the development of military and strategic doctrine, strategic decision-making, deterrence, the role of weapons (e.g. conventional, nuclear, chemical/biological), bureaucratic and organizational politics within the security establishment, and terrorism and asymmetric warfare. Furthermore, students will explore these topics through the lenses of a variety of international relations theories. Prerequisites: POLS 2303.

### 3376. TEXAS COURTS AND CRIMINAL JUSTICE

This course offers an overview of state courts and their critical role as arbiters within criminal justice systems. It focuses upon Southwestern political context and will cover the specialized Texas/Oklahoma system of criminal appeals. It addresses the electoral systems associated with state judgeships and the implications that electoral ties have on judicial decision-making. It considers relevant topics such as wrongful convictions, application of the death penalty and law enforcement organizations. Prerequisites: POLS 2301.

### **3383. INTERNATIONAL POLITICAL ECONOMY**

This is a study of the interrelationship between political and economic factors in international relations with a focus on theoretical perspectives on the relationship between international economics and politics, trade policies, trends in integration of political and economic systems, the role of multi-national corporations and economic organizations in the modern world. Prerequisite: POLS 2303 or consent of instructor.

### **3384. REGIONAL STUDY**

This is an interdisciplinary survey of a world region focusing on the geographic, historical, cultural, economic, and political factors most affecting the role of this region within the international community today. Regions such as Latin America, Europe, The Middle East, and Asia will be offered on a rotating schedule. May be repeated when region changes. Prerequisite: POLS 2303 or consent of instructor.

### **3385. THE AMERICAN FOREIGN POLICY PROCESS**

This is the study of the foreign policy making process and factors influencing U.S. international political and economic behavior since 1945. Special emphasis will include foreign policy issues affecting the United States political and economic interests in the coming decade. Prerequisite: POLS 2303 or consent of instructor.

### **3398. PROFESSIONAL INTERNSHIP**

This is a supervised field experience with a governmental, political or legal entity that will provide the student with a professional experience and an opportunity to apply prior learning in a contemporary setting. May be repeated. Prerequisite: POLS 2301, POLS 2303, or POLS 2305, or consent of instructor.

### **4370. TOPICS IN POLITICAL SCIENCE**

This is selected topics course in the discipline of political science. Topics will vary; course may be repeated when topics vary. Prerequisite: POLS 2301, POLS 2303, or POLS 2305.

### **4380. DIRECTED STUDY IN POLITICAL SCIENCE**

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Normally, students enrolling will have at least a junior-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

### **4399. SENIOR PROJECT IN POLITICAL SCIENCE**

This is an independent capstone research investigation culminating in a senior thesis, comparable senior project, or peer reviewed publication (either published or accepted for publication by the appropriate deadline).

# PSYCHOLOGY (PSYC)

Schreiner University offers courses leading to the Bachelor of Arts degree with a major in Psychology. A major in Psychology can help prepare students for careers in a variety of fields including social services (e.g. mental health counselor, child care worker) and business (e.g. personnel, sales, marketing, and advertising). In addition, this program prepares students for graduate study in an equally broad number of fields including psychology (with specialties in clinical, counseling, industrial, social, cognitive), education (with specialties in counseling or administration), law, medicine, and business, as well as other professions in which a knowledge of the principles of behavior is essential.

*The major in Psychology consists of 27 advanced Psychology hours, including:*

- at least 3 semester hours from PSYC 3303, 3304
- at least 3 semester hours from PSYC 4330, 4361
- at least 3 semester hours from PSYC 3305, 3306, 4331
- at least 3 semester hours from PSYC 3307 or 3308
- and PSYC 3360, PSYC 3361, and PSYC 4397
- and 6 hours of upper-level PSYC
- a minor in Psychology consists of PSYC 1301 and either PSYC 1300 or 2300 plus 12 hours upper-level Psychology.

## 1300. PSYCHOLOGY OF ADJUSTMENT

This course emphasizes applications of psychology to personal development and improvement of social relationships. Topics may include study of self-concept and self-esteem, values, sex roles, stress and anxiety, friendship and intimate relationships, failures of adjustment, treatment models, social problems, and techniques for personal fulfillment and growth.

## 1301. (2301) INTRODUCTION TO PSYCHOLOGY

The purpose of this course is to familiarize the student with the basic principles that shape how people think, feel, and behave. Topics of study will include the biology of the brain and nervous system, sensation and perception, consciousness, learning and memory, motivation and emotion, and personality. In addition, the student will learn how thoughts, feelings and actions are affected by social situations, and about selected psychological disorders and the therapy methods that have been developed to treat them.

## 2300. LIFE-SPAN DEVELOPMENT

This is an introductory survey of developmental psychology from infancy to later aging. Topics include cognitive/intellectual development, social development, personality/emotional development, and effects of parenting, social roles, and biological changes. Students will have the opportunity to apply concepts and theories to their personal experiences. Prerequisite: PSYC 1301 recommended, but not required.

## **2370. TOPICS IN PSYCHOLOGY**

This is the study of a particular topic in psychology. May be repeated when topics vary.

## **3101. INTRO TO PRACTICUM: AUTISM SPECTRUM**

This course will prepare psychology students for a support role in mentoring college students on the autism spectrum. Students will learn about the diagnostic criteria and features of autism spectrum disorders, characteristics and challenges of students on the autism spectrum, suspected causes, and treatment approaches. Ethical issues will also be addressed. Students will also learn and practice the advanced interpersonal skills required to assist such students in transitioning to the collegiate environment.

## **3102. PRACTICUM II: AUTISM SPECTRUM**

This is an experiential course in which upper-level psychology majors will work as peer mentors assisting new college freshmen who are on the autism spectrum in transitioning to college life. Students will gain practical, hands-on experience in applying psychological concepts and principles and will use advanced interpersonal skills to develop rapport with their mentees. Students will be expected to meet individually with an assigned mentee for a minimum of two hours per week, and to meet weekly with the other peer mentors and the course instructor. Junior standing, completion of PSYC 3101 with a grade of B or higher, recommendation by two faculty members, one of whom must be in the psychology department.

## **3103. PRACTICUM III: AUTISM SPECTRUM**

This is a continuation of PSYC 3101 and 3102 that provides additional hands-on experience for upper-level psychology majors working as peer mentors to assist new freshmen who are on the autism spectrum with the transition to college life. Students will be expected to meet individually with an assigned mentee for a minimum of two hours per week, and to assist in training new peer mentors who will work with freshmen on the autism spectrum the following fall. Prerequisites: Junior standing, completion of PSYC 3101 and 3102 with a grade of B or higher, recommendation by two faculty members, one of whom must be in the psychology department.

## **3303. DEVELOPMENTAL PSYCHOLOGY: CHILDHOOD AND ADOLESCENCE**

This course covers the significant aspects of human development from conception through adolescence. Topics include the influences upon development of such things as social and emotional growth, personality, intellectual capacity, and the acquisition and usage of language. Also stressed is the relevance of these topics to parent effectiveness. Prerequisites: PSYC 1301 and Junior standing, or consent of instructor.

## **3304. DEVELOPMENTAL PSYCHOLOGY: ADULTHOOD AND AGING**

This course focuses on human development from young adulthood through old age. Main emphases are on the social and emotional changes associated with various stages of adult life. The crises typically encountered by individuals in their twenties, thirties, and forties, etc. are studied, including shifts in self-concept, sexual desires, attitudes toward life,

conceptions of death, etc. Development during the period of old age is also covered. Prerequisites: PSYC 1301 and Junior standing, or consent of instructor.

### **3305. ABNORMAL PSYCHOLOGY**

This course focuses on the nature of abnormality, theoretical models of the causes of abnormal behavior, major diagnostic categories (such as depression, schizophrenia and personality disorders), and treatment models. Prerequisites: PSYC 1301 and Junior standing or consent of instructor.

### **3306. SOCIAL PSYCHOLOGY**

This course focuses on social factors that influence individual behavior, thoughts, and feelings. Topics covered include attitude formation and change, altruism, aggression, attraction, conformity, interpersonal relationships, and group processes. Prerequisites: PSYC 1301 and Junior standing, or consent of instructor.

### **3307. HUMAN SEXUALITY**

This course provides an overview of human sexuality from the perspective of academic psychology. Biological, social, developmental, interpersonal, and emotional aspects of the subject are covered in detail. Prerequisites: None.

### **3308. HEALTH PSYCHOLOGY**

The original biopsychosocial (BPS) model proposed by Engel was an interdisciplinary and multifaceted model to understand the interrelations among the biological, psychological, and social influences on health and disease. Biological factors (e.g. genetics), psychological factors (e.g. coping strategies), and social factors (e.g. social support) shape health directly and/or indirectly. The general objective of this 3-credit course embraces an interdisciplinary approach to address the biological, psychological and social factors that influence health and well-being across the lifespan. The conditions covered will include depression, pain, diabetes, cardiovascular diseases, obesity, and cancer. Considering that some of these diseases are related to the lifestyle of an individual, prevention and intervention strategies will be addressed using the biopsychosocial framework, including but not limited to theories of behavior change. Prerequisite: None.

### **3310. SENSATION AND PERCEPTION**

This course constitutes an examination of how the human visual and auditory senses operate. The connection between nervous system activity in the sensory systems and perceptual experience will also be examined. The course includes descriptions of how perceptual data are collected ranging from the electrical firing of a single neuron to an individual's description of their experiences. In addition, analyses of the many theoretical models that have been developed to give meaning to this data will be provided. Prerequisites: PSYC 1301 and junior standing.

### **3320. PSYCHOLOGY OF MOTIVATION**

This course examines many different approaches to the study of factors which activate, direct, maintain, and terminate behavior patterns in both animals and humans. Covers a range of theoretical perspectives including biological, behavior, and cognitive interpretations. Prerequisites: PSYC 1301 and junior standing.

### **3330. PSYCHOLOGY OF PERSONALITY**

This course examines major trait approaches to personality and their correlates, including authoritarianism, anxiety, achievement, locus of control, introversion-extraversion, dependency and approval, etc. Methods of scale construction and the relationship of traits to situations will also be examined. Students will be able to assess their own dimensions in many cases, and both clinical and workplace applications will be explored. Prerequisite: PSYC 1301 and junior standing.

### **3341. CRIMINAL BEHAVIOR**

This course will provide an overview of research on crime including the social, psychological and biological origins of crime, with emphasis on the psychological perspective. The behavioral, emotional and cognitive aspects of crime will be examined from the perspective of both the offender and the victim. The causes, classification, prediction, prevention, intervention and treatment of criminal behavior will be covered. Prerequisites: PSYC 1301 and Junior standing or consent of instructor.

### **3360. RESEARCH METHODS I**

This course is the first of a two-part sequence. The student will be introduced to data collection and analysis techniques for the behavioral sciences with an emphasis on the use of descriptive statistics to summarize collected data using tables and graphs. Major topics include probability, the normal distribution, and an introduction to hypothesis testing. Student will also be introduced to the critical steps of the scientific method including theory development, research design decisions, and validity and reliability concerns. Each student will be expected to design and run an experimental simulation and conduct an in-depth literature review in the topic area of that simulation. Required for psychology majors. Prerequisites: PSYC 1301 and students will be required to take MATH 2330 (Statistics) prior to enrolling in PSYC 3360 with the exception of instructor permission.

### **3361. RESEARCH METHODS II**

This course is the second of a two-part sequence. The student will learn to use parametric and nonparametric inferential statistical analyses. In addition, instruction in professional research report writing will be provided. Methodological design and data interpretation issues first presented in Research Methods I will be expanded and students will be expected to apply their accumulating research skills in the form of a completed formal report on the simulated experiment started in the first part of the course sequence. Required for psychology majors. Prerequisite: PSYC 3360 and junior standing.

### **4307. THEORIES OF PERSONALITY**

This course compares and contrasts the major historical approaches to personality, including Psychoanalytic, Humanistic, and Learning derived theories. These theories define the context for modern explanations of human personality, behavior, and abnormal psychology. Prerequisites: PSYC 1301 and Junior standing.

### **4310. ENVIRONMENTAL PSYCHOLOGY**

This is a study of transactions between individuals and their physical settings. Includes topics such as environmental perception/cognition, personality, personal space, territoriality, crowding, and privacy. Applications to better design of residences,

communities, schools, workplaces and/or natural environments are encouraged in student reports and projects. Prerequisites: PSYC 1301 and junior standing.

#### **4320. INTRODUCTION TO COUNSELING**

This course is an overview of counseling psychology that addresses counseling settings, counseling theories, individual and group counseling, psychological testing and assessment and professional ethics. Students will also learn and practice skills in interpersonal effectiveness. Prerequisites: PSYC 1301 and senior standing.

#### **4330. COGNITIVE PSYCHOLOGY**

This course surveys various topics in areas of perception, memory, and thinking. Such topics include pattern perception, mental imagery, short and long-term memory systems, visual and verbal thinking, and language comprehension. Prerequisites: PSYC 1301 and Junior standing, or consent of instructor.

#### **4331. CROSS CULTURAL PSYCHOLOGY**

Cross-cultural psychology compares effects of cultures on human psychology, examining psychological diversity and the links between cultural norms and behavior. This course provides an understanding of the variety of human behavior as it emerges in the cultural context and of the development of certain individual characteristics, thoughts and behaviors in relation to cultural factors. Prerequisites: PSYC 1301 and sophomore standing or consent of the instructor.

#### **4360. HISTORY AND SYSTEMS OF PSYCHOLOGY**

This course examines the development of psychology as a science. Various systemic approaches to understanding human behavior are studied and the impact of prominent theorists evaluated. Prerequisite: PSYC 1301 and Junior standing, or consent of instructor.

#### **4361. THE PSYCHOLOGY OF DECISION MAKING**

This course will examine the biological, cognitive and social-psychological processes that underlie judgments and decision making. Recent research on a variety of aspects of decision making will be discussed. Topics will include economic behavior, social behavior, rational decision making and emotional decision making.

#### **4370. TOPICS IN PSYCHOLOGY**

This is specific topics within an identified area of psychology selected by the instructor. Topics will vary, and the course may be repeated for credit with a change in topic. Prerequisites: PSYC 1301 and Junior standing, or consent of instructor.

#### **4380. DIRECTED STUDY IN PSYCHOLOGY**

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Normally, students enrolling will have upper-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

### 4397. SENIOR SEMINAR IN PSYCHOLOGY

This is a required course for graduating psychology majors to practice research, writing, discussion, and presentation skills. Content areas of study include employment expectations for B.A. graduates, graduate school options and preparation, rules of APA style, and a selection of classic research studies in the history of psychology. Prerequisites: Senior standing, psychology major expected to graduate at the end of the current or subsequent semester.

### 4398. INTERNSHIP IN PSYCHOLOGY

This course is a supervised field experience in applied psychology. Students will gain practical hands-on experience in mental health and/or social services setting and will meet weekly as a class for supplemental instructions in the practice of professional psychology. 135 hours required, 90 of which must be in the practical internship. Prerequisite: Senior status, or consent of instructor.

## PUBLIC HEALTH

Schreiner University offers courses leading to a Bachelor of Science degree with a major in Public Health. Students in the Public Health major are interested in health related fields, and may seek to work in international missions. It is a broad, interdisciplinary degree, relying heavily on the arts and sciences. The Public Health program at Schreiner University produces graduates who contribute in meaningful ways in entry level positions to the conduct and advancement of the essential services of public health, including monitoring the health communities, educating about health and advocating for health, enforcing health-related laws and regulations, mobilizing community partnerships to identify and solve health problems, and researching new insights and innovative solutions to health problems. Graduates of the program may work in government and private agencies that promote disease detection and prevention, develop public policy related to health, and provide education related to public health.

The **Major in Public Health** consists of PBHL 3371, 3372, 3373, 3474, 3375, 4355, 4374, 4397, 4355 and IDST 3371.

A **Minor in Public Health** must choose at least 6 hours from the following courses: BIOL 1301, BIOL 2301/2102, BIOL 1302, BIOL 2302/2102, BIOL 2331, MATH 1310, or SOCI 2304 and includes the following upper level classes: PBHL 3371, PBHL 3372, PBHL 3373, and PBHL 3474.

### 3170. TOPICS IN PUBLIC HEALTH RESEARCH

This is a study of topics not otherwise covered in other PBHL course offerings. May be repeated when topics vary.

### 3171. PROFESSIONALISM IN PUBLIC HEALTH

The overall goal of this course is to introduce students to the core competencies for public health professionals, a set of skills required for public health practice. These concepts will help prepare for working in a variety of public health settings, including the internship required for the Public Health major. It will explore unique interests within the field, examine how they apply to the essential services of public health, and describe



how the liberal arts and sciences approach at Schreiner University has prepared students for a future in public health.

### **3371. PUBLIC HEALTH**

This course introduces students to the context and scope of public health, including the history, philosophy, literature essential services and ethics of the field, and their applications to current events. Prerequisite: 8 hours of Biology or consent of instructor.

### **3372. GLOBAL HEALTH**

This course introduces students to the basic frameworks for understanding global health issues and the improvement of health at a population level. The course also examines human rights, ethics and global health, as well as the health systems in developing and developed countries. Global cooperation in health issues is explored. Prerequisite: 8 hours of Biology or consent of instructor.

### **3373. EPIDEMIOLOGY**

This course is a study of how disease and population health are monitored, and how outbreaks are investigated and managed. This course is a basic introduction to epidemiology. Topics include: classification of disease, understanding of incidence and prevalence, understanding of how data are used to identify patterns, surveillance, and experimental design. Prerequisite: 8 hours of Biology or consent of instructor.

### **3375. INTRODUCTION TO RESEARCH METHODS FOR PUBLIC HEALTH**

The Introduction to Research Methods for Public Health provides an in-depth introduction to the theories, concepts, approaches, and practices relevant to research methods in public health settings. Students will design practical research methodologies to evaluate contributing factors of public health issues with measurable goals and objectives. Prerequisites: PBHL 3371 and PBHL 3372.

### **3474. ENVIRONMENTAL HEALTH**

This course studies the impact of the environment on health. Topics include water and air pollution and the effects of environmental toxicants, and environmental regulations designed to protect human health. Prerequisite: 8 hours of biology or consent of instructor. (3-2)

### **4355. HEALTH POLICY**

The purpose of this course is to introduce students to the important aspects of health care delivery and financing, and to evaluate current health policy issues.

### **4374. COMMUNITY HEALTH**

The purpose of this course is to focus on the role of the public health professional in the design and delivery of socially responsible, safe, competent, compassionate, and culturally sensitive care in a changing global society. Students may engage in medical mission work abroad or may work in local, underserved populations. Prerequisite: 8 hours of Biology or consent of instructor.

### **4397. PROFESSIONAL INTERNSHIP IN PUBLIC HEALTH**

This course is a supervised field experience in public health which provides the opportunity for the student to apply prior learning to practical job experiences. 135 hours of experience is required. Prerequisites: PBHL 3371 and PBHL 3373.

## **READING (RDNG)**

### **3306. FOUNDATIONS OF READING AND LANGUAGE ARTS INSTRUCTION**

This course is designed to introduce the foundational concepts, principles, and research-based practices related to reading and language arts instruction and assessment. Topics of study include oral language development, phonological and phonemic awareness, phonics, fluency, vocabulary, comprehension, and written composition for students in grades EC-8. Teacher candidates learn to address the literacy needs of diverse learners, including emergent bilingual (EB) students. This course is required for the certification in EC-6 Core Subjects, 4-8 Core Subjects, and 4-8 English/Language Arts.

### **3308. DIAGNOSIS AND REMEDIATION OF READING DIFFICULTIES**

This field-based course is designed for teacher candidates to become skilled in classroom reading diagnosis and remediation of reading difficulties. This course will focus on the administration, analysis and interpretation of informal diagnostic procedures in order to evaluate reading skills in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. The use of Reading Interest Inventories, Benchmarks, and Progress Monitoring assessment results will drive the teacher candidate's intervention plans and instructional techniques to facilitate reading success. Candidates will incorporate multisensory intervention techniques that address students with dyslexia or dyslexic tendencies. The Dyslexia Handbook and other resources for dyslexia will be incorporated in this course, as well as strategies for the ESL and ELL student. This course requires 10 hour supervised practicum at the Schreiner University Reading Academy. Teacher candidates will prepare lesson plans and activities using research-based Science of Reading strategies aligned to reading objectives and standards. Candidates will write a case study that includes assessment data; student strengths and needs; intervention strategies; and recommendations for further instruction on completion of this course. Candidates will conference with students and parents weekly to discuss student progress. Applicable EC-12 PPR Standards and Technology, and Competencies for EC-6 and 4-8 Core Subjects, Reading/Language Arts and the reading scope and sequence and understanding of the Texas Essential Knowledge and Skills and Implementation of Texas Essential Knowledge and Skills for Technology Applications for EC-8 will also be addressed. Required for EC-6 Core Subjects, 4-8 Core Subjects, and 4-8 English/Language Arts. Prerequisites: RDNG 3306 or consent of instructor and admission to Teacher Education.

### **3310. ELAR TEST PREPARATION AND PEDAGOGY**

This pedagogy course serves as methodology training in the area of English Language Arts and Reading for 7-12 levels of teacher certification. The course is also open as an elective for English majors. Research based strategies and assessment in the language

arts are emphasized and applied through lesson preparation, reading/writing workshop, literacy circles, and the creation of Literature Focus Units using applicable TEKS and STR standards. Training in instructional technology is also included along with visual literacy skills. Strategies for working with English Language Learners (ELL) and English as a Second Language (ESL) using applicable English Language Proficiency Standards (ELPS) will be emphasized along with TExES content test preparation for ELA and Reading and English certifications. Prerequisites: Junior standing and admission to Teacher Education Program or permission of the instructor.

### **3340. READING THROUGH CHILDREN’S LITERATURE**

This course includes motivational and effective techniques and methods of teaching reading through the use of children’s and adolescent literature with emphasis on genres, author and illustration studies using traditional, multicultural, and international publications. It also provides criteria for building an equitable and balanced literary collection for home, classroom, and library with an overview of historical and social forces shaping contemporary children’s literature. Emphasis will be on the use of children’s literature-based reading programs which addresses the Texas Essential Knowledge and Skills and ELAR teacher certification testing skills for EC-6 CORE SUBJECTS and 4-8 ELAR. Curriculum is centered on developmentally appropriate processes for reading comprehension and writing using a literature approach to reading based on constructivist research and theory. Classroom applications include strategies for reading/writing workshop and literature focus units. Prerequisite: ENGL 1301 and EDUC 2303 or consent of instructor.

### **4301. SCIENCE OF TEACHING READING**

This course is designed to help teacher candidates acquire the necessary skills of teaching reading in early childhood through intermediate grades. This emphasis in the course is on the foundational concepts, principles, and research-based practices related to reading pedagogy and assessment, and knowledge and skills development across all the domains of the TExES Science of Teaching Reading (STR) exam and the related standards. The STR test preparation modules, practice tests, reading data analysis, in-class modeling, and candidates’ demonstration of STR knowledge and skills will be used to demonstrate STR exam readiness and preparation for clinical teaching. Required for EC-6 Core Subjects, 4-8 Core Subjects, and 4-8 Reading/ English/Language Arts. Prerequisite: Senior standing and admission to the Teacher Education program or consent of the instructor, and completion of RDNG 3306 and RDNG 3308.

### **4309. DISCIPLINARY LITERACY ACROSS THE CONTENT AREAS**

Disciplinary Literacy Across the Content Areas is a research-based strategy course designed to include and promote reading and writing as discipline specific tools for learning across the curriculum. Students will participate in individual research, group demonstrations and presentations, and the design of an individualized strategy toolbox for addressing all literacy skills as they apply to specific content disciplines and in preparation for the Teacher Performance Assessment. This course will work to show competency in understanding diversity and planning effective learning experiences and assessment for all students. Students must use appropriate TEKS that are addressed in each certification level for their assignments. Based on current research in the field, the

emphasis will be effective pedagogy for 21st century learning and applied to Tasks of the Teacher Performance Assessment. 5 Hours of Video Observations and Reflections are required. Prerequisite: Senior standing and admission to Teacher Education program. Must be taken concurrently with EDUC 4305.

## RELIGION (RELI)

Schreiner University offers courses leading to the degree of Bachelor of Arts with a major in Religion and Philosophy.

The study of religion and philosophy might be justified solely on the argument that one cannot understand our own culture or that of others without coming to terms with religion's aspirations, symbols, practices and values.

The study of religion at Schreiner University, however, seeks to move beyond the mere description of religion's cultural significance by exploring the way the Christian faith narrates the meaning and purpose of human life in God's redemptive activity in Jesus Christ. Informed by the Reformed tradition's conviction that faith is inseparable from life, the study of religion at Schreiner will endeavor to challenge students to integrate what is learned academically with what is lived out in faith.

At Schreiner, the study of religion is a "humanity," and therefore understands itself to be open to and the beneficiary of other realms of knowledge described in the curriculum. It is expected that students who major in religion will take advantage of elective hours to explore a broad spectrum of courses that will enrich their lives and prepare them for occupations and vocations in a wide variety of human endeavors.

In order to nurture Christian discipleship among Schreiner University students, to respond to students' needs, to provide "whole-person" educational opportunities, and to encourage service to the Church, the Christian Vocations Intern Program (CVIP) has implemented an experiential, field-oriented, learning and serving program under the supervision of trained mentors and teachers. The CVIP is dedicated to providing the opportunity for students to integrate their faith and academic learning by using both in practical settings to prepare themselves to be Christian leaders throughout their lives and to consider the possibility of a call to service in the church.

Students must take a minimum of 12 semester hours in the field of religion including Old and New Testament. In addition, a minimum of 6 semester hours in either education, psychology, or business are required in order to enroll in the internship course during the senior year. Students will be given individualized assistance in planning their course options during their time at Schreiner University. Extra-curricular opportunities will be offered to enhance the students' study and growth towards a vocational choice.

Students who plan to major in Religion must schedule RELI 1303, 1304, and 1320, or 1331, 1322 and PHIL 1301 into their program during their first two years.

The **Major in Religion and Philosophy** requires 24 semester hours of advanced work, including RELI 4398 or 4399.

### 1303. SURVEY OF THE OLD TESTAMENT

This is a study of the history, literature, and teachings of the Old Testament.

### **1304. SURVEY OF THE NEW TESTAMENT**

This is a study of the history, literature, and teachings of the New Testament.

### **1320. SURVEY OF WORLD RELIGIONS: EASTERN RELIGIONS**

This is a survey course designed to introduce students to the origin, development, beliefs, and practices of the major religious traditions associated with Eastern and Southeastern Asia, in particular focusing on Hinduism, Buddhism, and Chinese Religions (Confucianism and Taoism). Students will explore the significance of the spiritual, intellectual, and cultural legacies of these traditions such that critical reflection upon and comparative analysis of various religions may help students develop their own worldviews.

### **1322. HISTORY OF THE CHRISTIAN CHURCH**

This is an introduction to the growth and development of the Christian Church's doctrines, structures, and interaction with its cultural setting from New Testament times to the dawn of the 16th century Reformation.

### **1331. SURVEY OF WESTERN RELIGIONS**

This is a survey course designed to introduce students to the origin, development, beliefs, and practices of the major Abrahamic religious traditions (Judaism, Christianity, Islam) associated with the global "West." Students will explore the significance of the spiritual, intellectual, and cultural legacies of these traditions such that critical reflection upon and comparative analysis of various religions may help students develop their own worldviews.

### **2311. DEVELOPMENT OF CHRISTIAN ETHICS**

This is an introduction to the content and methods of Christian ethical thought as it has developed over the centuries, and its application to contemporary issues of loyalty, integrity, and responsibility in the ever changing and more complex world of business, politics, and social institutions.

### **2370. TOPICS IN RELIGION**

This is an introduction to particular topics in religion. May be repeated when topics vary.

### **3303. HISTORY AND PRACTICE OF SACRED MUSIC**

This is a study of the development of the various service formats of the Christian church, the types of music developed for them and its relationship to secular music, and the practical use of different styles of music in worship today. Prerequisite: 6 hours of music or consent of instructor. See MUSC 3303.

### **3321. THE REFORMATION ERA**

This is a comprehensive treatment of the period from 1500 through 1650, during which time the unifying umbrella of Christianity was shattered. Topics include a causal analysis of the Reformation, Lutheranism, the spread of Protestantism and the Catholic revival, and religious consequences and conflicts.

### 3322. CHRISTIAN THEOLOGY

This is an exploration of classical and contemporary Christian theology and the challenging contributions of liberation theological perspectives to the life and thought of Christians living in a pluralistic world.

### 3360. PHILOSOPHY OF RELIGION

This is an examination of fundamental ideas and concepts of Christian theology, the challenge of modern philosophy and scientific thought, and the response of Christian thought. Prerequisite: Junior standing or consent of instructor. See PHIL 3360.

### 3361. CHURCH AND STATE

This course is designed to address the ever present dynamic of religious belief in the social sphere. This study will address the role religion has played in shaping society (and vice versa) in ways that affect public morality, political institutions, and social policy. Focus will concentrate on church/state relations within the United States although such a dynamic in the global community will also be explored.

### 3362. SCIENCE AND RELIGION

This course is a systematic examination of the past history, current status, and future trajectory of the relationship between science and religion. This study will explore the tension between these disciplines often regarded as distinct from and, sometimes at odds with, one another. Potential topics for consideration will include evolution, creationism, chaos theory, quantum cosmology, and grand unified theories of the universe as well as comparative uses of analogy and reductionism.

### 3397. LEADING LIVES THAT MATTER

This Junior level course will focus on issues of work and vocation in conversation with what constitutes a meaningful and fulfilling life. Drawing upon biblical, sociological and reflective practices in making personal decisions concerning the choice of work as discerned through the lens of one's faith tradition. Each student will have the opportunity to observe and interview a member of the community in his/her work setting and reflect upon that individual's integration of faith and work. At the end of the course, students will articulate their own understanding of what constitutes a meaningful life personally and professionally. They will also have tools and strategies they can use for further exploration into who they want to be and what they want to do in the future. Prerequisite: Junior standing or consent of the instructor.

### 4340. CONVICTION AND DISSENT

This course examines the relationship between religious conviction and political power. It explores how religious persons affirm, reject, or persuade institutions with their behavior. Finally it considers how faith communities adhere to transcendent religious convictions within immanent political structures.

### 4363. RELIGION IN LITERATURE AND FILM

This course includes the reading of several novels and selected contemporary fiction as well as the screening of contemporary films that invite religious reflection on modern and

post-modern world views. Prerequisites: ENGL 1302 and either ENGL 2340 or 2341 and junior standing; or consent of instructor.

### **4370. TOPICS IN RELIGION**

This is an in-depth study of particular topics in religion. May be repeated when topics vary.

### **4380. DIRECTED STUDY IN RELIGION**

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate dean. Normally students enrolling will have upper-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

### **4395. PROBLEMS IN THEOLOGY**

This is a systematic study of Biblical and/or theological issues and their treatment by major scholars in the respective fields of study. Topics include: The nature of Revelation: The relation of Faith and Culture; Free Will and Determinism; Theodicy; The Christian Life as Sanctification; Eschatology and Christian Ethics; The Church and Contemporary Cosmology. Will only be offered as an alternate to the Senior Thesis. Prerequisite: Senior standing.

### **4398. CHRISTIAN VOCATION INTERNSHIP**

Supervised field service which provides the opportunity for the student to apply prior learning to practical experience in a Christian work setting. Prerequisites: A minimum of 12 hours in religion including Old and New Testament, minimum of 6 hours in a related field such as Education, Psychology, Business Administration. (Pre-planning needs to be done with the director of the Christian Vocation Internship Program).

### **4399. SENIOR PROJECT IN RELIGION**

This is an independent capstone research investigation culminating in a senior thesis or comparable senior project.

## **SOCIOLOGY (SOCI)**

### **1301. (1301) INTRODUCTION TO THE STUDY OF SOCIETY**

This is an introduction to the study of social structure, groups, institutions, socialization, cultural differences and problems. The course stresses the sociological explanations which underlie patterns of behavior such as the myth of the "melting pot," racial and sexist discrimination, advertising and media trends, family values, the growth of an American underclass, and deviant behavior.

### **2302. (2301) MARRIAGE AND FAMILY**

This is a study of social systems and psychological factors affecting the pivotal institution of marriage in the late 20th century. The systems theory of family therapy will be utilized to illuminate how family structure and reciprocal processes create the family roles. The course will consider factors which contribute to a rewarding married life.

### 2303. INTRODUCTION TO SOCIAL WORK

This course studies the development of the philosophy and practice of social work in the United States. A survey of the various fields and techniques of social work with special attention given to requirements for graduate training in the professional schools is included. Prerequisite: SOCI 1301.

### 2304. SOCIOLOGY OF HEALTH

This course will examine the effects of social forces in shaping health, illness and the health care system. The course will focus on understanding health disparities based on age, gender, sexuality, race, ethnicity and socioeconomic status. This course introduces the student to the perspective that social forces can shape health inequality in the U.S. Topics include social factors associated with health and disease, disability, the organization of health care, and medical ethics. The majority of the course will focus on health and illness in the United States but will make some references to health and health care in other countries and regions.

## SPANISH (SPAN)

Students with a placement score at the level of SPAN 1402 or above may, upon written request to the Registrar, be given credit for required courses at the appropriate level.

### 1401. ELEMENTARY SPANISH I

This is an introductory course which focuses upon basic reading, writing, listening and speaking of Spanish. Significant aspects of Spanish-language cultures are also addressed. This course is the first in a sequence of introductory Spanish courses.

### 1402. ELEMENTARY SPANISH II

This course, a continuation of SPAN 1401, expands reading, writing, listening and speaking skills as it expands knowledge of Spanish-language cultural traits. Prerequisite: SPAN 1401 or appropriate placement test score.

### 2303. (2311) INTERMEDIATE SPANISH I

This course provides a comprehensive review of major grammatical structures and vocabulary and expands upon them via cultural and contemporary readings. Course conducted primarily in Spanish. Prerequisite: SPAN 1402 or appropriate placement test score.

### 2304. (2312) INTERMEDIATE SPANISH II

This course expands upon information presented in SPAN 2303. Course conducted primarily in Spanish. Prerequisite: SPAN 2303 or appropriate placement test score.

### 2307. SPANISH FOR HEALTHCARE PROFESSIONS

This is an intermediate-level Spanish course designed to help current and aspiring healthcare professionals to improve their abilities to use the Spanish language effectively in contexts of patient interactions in the U.S. and abroad. The focus will include building vocabulary specific to the medical field as well as bolstering students' ease of overall



language use through interactive practice and task-based communicative approaches. The class is designed for intermediate learners who, either through previous study or personal experience, already possess a basic foundation of Spanish on which to build their skills for medical interactions specifically. Where possible and appropriate, the course will also support students' development of the informed cultural perspectives that should characterize quality patient care for Latinos in the U.S. Prerequisites: SPAN 1402 or equivalent placement through Schreiner's placement exam. (\*Since prior coursework at other institutions is a poor predictor of students' actual skill level, fulfillment of prerequisites through transfer coursework alone should not be allowed for this course, students must confirm their level through SU's placement exam.)

### 2370. TOPICS IN SPANISH

This course is a study of subjects not otherwise offered and may be repeated when topics vary. Prerequisite: SPAN 1402.

### 3301. A SURVEY OF LATIN-AMERICAN LITERATURE TO THE 20TH CENTURY

This is an introductory course of selected readings in Spanish that includes poetry and prose of some notable writers of Mexico, Latin America, and the Caribbean. The content will incorporate literature that is significant in reflecting major historical and literary periods from the Spanish invasion and Colonialism through the emergence of contemporary and modernistic production. The lectures will be conducted primarily in Spanish. Prerequisite: SPAN 2304.

### 3302. A SURVEY OF PENINSULAR LITERATURE TO THE 20TH CENTURY

This is an introductory course of selected Spanish readings, both poetry and prose, that embrace and reflect the major historical and literary periods of Spain. Through lecture and cursory writings, students will be exposed to important works that incorporate the Spanish Middle Ages, Renaissance, Romanticism and Realism, as well as the historical implications of such writings. Lectures will primarily be conducted in Spanish. Prerequisite: SPAN 2304.

### 3303. A SURVEY OF LATIN-AMERICAN LITERATURE OF THE 20TH CENTURY

This course concentrates heavily on contemporary Hispanic-American writings that reflect literary innovations that bring Mexican and Latin-American writers to the forefront of international creative thought and literary production. Historical impetus with respect to political and social implications will be discussed. Such writers as Neruda, Del Castro, Borges, Cortazar, Fuentes, Vargas-Llosa and others will be studied. The course will primarily be conducted in Spanish. Prerequisite: SPAN 2304.

### 3304. A SURVEY OF PENINSULAR LITERATURE OF THE 20TH CENTURY

This is an introduction to selected writings that reflect contemporary Spanish thought and recent history that have given rise to current literary trends. Such movements as Modernism, and Avant Garde will be discussed as well as events, such as the Spanish

Civil War, will be discussed in relation to literary implications. Notable Spanish writers and poets such as Lorca, Valle-Inclan, Unamuno and Machado as well as Cela, Matute, Calvo Sotelo and others will be reviewed. Lectures will primarily be conducted in Spanish. Prerequisite: SPAN 2304.

### 3305. CURRENT HISPANIC AMERICAN THOUGHT AND LITERATURE

This course focuses on contemporary Hispanic-American life in Mexico, Latin America, and the United States. Using films, newspaper articles, art, personal testimonies, and literature, the course examines the social, political, and economic dynamics of various Hispanic-American groups. A certain emphasis will be placed on the problems that confront Mexican Americans and other Hispanic-Americans in the United States as well as their contributions. Such issues to be studied include immigration, acculturation/assimilation; self-identity, and linguistic variance and implication. This course will be conducted primarily in Spanish. Prerequisite: SPAN 2304.

### 3310. GATEWAY TO HISPANIC STUDIES

This course offers advanced-level students of Spanish the opportunity to refine their skills for academic writing, critical analysis and self-expression while exploring a variety of literary texts and cultural artifacts from the Spanish-speaking world. Prerequisite: SPAN 2304 (Intermediate Spanish II), or equivalent placement w/consent of Program Coordinator or Instructor.

### 3370. TOPICS IN SPANISH

This topics course is designed to offer students the chance to explore any number of specialized topics relating to the cultural production of the Spanish-speaking world, a geopolitical entity that includes – but it not limited to – Spain, Latin America, and the United States. Course focus will incorporate topics that are not otherwise covered in regularly-offered upper-division classes (e.g., specialized and/or comparative studies of cultural and linguistic phenomena and topics, and/or focused explorations of specific genres, periods, movements, writers or artists, etc.). As an upper-division course, all content, discussion, lecture, assignments will be in Spanish language. Prerequisites: SPAN 2304 or equivalent placement, or consent of the instructor.

### 4370. TOPICS IN SPANISH

This is a study of subjects not otherwise offered. May be repeated when topics vary. Prerequisite: SPAN 2304.

### 4380. DIRECTED STUDY IN SPANISH

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the dean. Normally, students enrolling will have upper-division standing, a 2.0 GPA, and have completed basic discipline courses. May be repeated as topics vary.

### 4399. SENIOR PROJECT IN SPANISH

This is an independent capstone research investigation culminating in a senior thesis or comparable senior project.

# SPECIAL EDUCATION (SPED)

## 3301. FOUNDATIONS IN SPECIAL EDUCATION

This course provides an overview of the field of special education and examination of forces affecting treatment of exceptional persons throughout history, including federal and state legal requirements as well as current issues and terminology relative to education of exceptional learners. This course provides for the examination of types, characteristics, and causes of various exceptionalities. It also serves as an introduction to the instructional needs of the exceptional students in the home, school, and community. Instruction includes the development of instructional practices and strategies for inclusive classrooms. The course includes 5 hours of observations and reflections either through FBE on campus or by video involving students with special needs. Prerequisite: EDUC 2303 or with the consent of the instructor.

# SPORT COMMUNICATION

A **Minor in Sport Communication** requires the following: COMM 3327, 3360, EXSI 2310, 3350, 3 hours from COMM 1101, 2101, 3120, 3128, EXSI 1102, 1103, 2120. For those majoring in Communication, EXSI 3323, 3330, 3341. For those majoring in all other areas, COMM 3325, 4328, 4350.

# TEXAS STUDIES (TXST)

*A minor in Texas Studies requires the following courses:*

HIST 2303, TXST 1301, 3-6 hours from ART 2290 (with pre-approval), TXST 4305, major discipline internship or senior project (with pre-approval), and 6-9 hours from ART 3340, HIST 3341, 3352, POLS 3376, TXST 2370, 3320, 3321, 3330 or 3340.

## 1301. INTRODUCTION TO TEXAS STUDIES

This interdisciplinary course is designed to provide students with a general overview of the Texas Studies major, introducing them to the broad subject fields of Texas history, Texas natural science, Texas culture, literature and song, Texas economic and corporate development, Texas visual arts, Texas political institutions, and Texas ethnic studies. Some travel may be required as a component of this course.

## 2370. TOPICS IN TEXAS STUDIES

This is an in-depth study of particular topics in Texas Studies. May be repeated when topics vary. Prerequisites: Dependent on topics course proposal.

## 3320. THE TEXAS REVOLUTION AND REPUBLIC

A scholarly study of the Texas Revolution and Republic. Topics include Mexican Texas, early Anglo and Empresario settlement, the troubles of 1832, the Texas Revolution of 1835-1836, the formation of the Republic of Texas, and the annexation of Texas to the United States. Prerequisites: None.

### 3321. THE TEXAS FRONTIER

A scholarly and public history approach to the study of the closing half century of the Texas frontier. Topics include the 1880s Texas Frontier, the 1900s Texas Frontier, and the 1920s Texas Frontier. It combines elements of traditional scholarly offerings with techniques used in public history to demonstrate how the passing of the frontier was a three-generation process that established patterns, through museums and local history, still recognizable in the state today.

### 3330. TEXAS CULTURE, LITERATURE AND SONG

This course will provide a survey of the literature of Texas using the context of geography and culture for organization. Each unit will cover both Texas writers and Texas songwriters. Included in the course will be a focus on the importance of lyrics as an aspect of Texas literature, the importance of location and venue, the role of culture, and the importance of biography in both literature and song. Texas music is a broad and expansive category. This course will also explore the literary, cultural and historical aspects of songs written by Texas songwriters. The Texas songwriting genre inspires literary references, and many of the songwriters have talked about this.

### 3340. TEXAS NATURAL SCIENCES

Aspects of Texas's natural history will be explored through investigation of small-to large-scale biological and ecological interactions. Students will review, discuss, and explore Texas species and ecosystems. Relationships between climate, geography, and geological history will be addressed in explaining current diversity and distributions of Texas' flora and fauna. This course will focus on species and ecosystems that students can experience without much specialized equipment (i.e., they may need binoculars and boots but not necessarily microscopes or radio-tracking gear). Emphasis will be given to species and ecosystems that are unique to Texas, germane ecosystem services, and personal exploration of species and ecosystems close to each student's home or campus. Surveys in lab will focus on abundance, diversity, and distribution of species and ecosystems.

### 4305. GRAND TOUR OF TEXAS

This is a travel course and seminar for the Texas Studies minor that uses the entire state as its classroom. This course will involve hands on investigation of every region in Texas, by driving from one corner to the other, and back again. Students will complete a project on a specialized interest in some aspect of Texas history or culture. Prerequisites: None.

## THEATRE (THRE)

The **Minor in Entertainment:** 18 hours, THRE 1301, 2301, 3301, 3336, 3337, 4325.

### 1101. THEATRE PRACTICUM

This is a laboratory in acting, stage management, design, construction and handling of scenery, lighting, sound, properties, costume and makeup. May be repeated for credit. Required each term for Theatre majors.

### 1103. MOVEMENT FOR THE THEATRE

This is an introduction to the basics of stage movement with exercises in stage movement styles (classic Greek and Roman, Shakespearean, Modern and Avant-Garde). Exercises in body alignment (discussion of movement problems and injuries) and exercises in relaxation technique. Definition and history of one or more of the following: Alexander Technique, Laban, Feldenkrais, Yoga and/or Reiki. May be repeated once.

### 1301. INTRODUCTION TO THE THEATRE I

This is a non-major study of the basic elements of theatre. A basic survey of theatre history in the Western world and play analysis are emphasized.

### 1302. INTRODUCTION TO THE THEATRE II

A non-major introduction to basic scene design, lighting design, and stage directing are emphasized. Floor plans, lighting plots, and short, student-directed scenes are required.

### 2301. ACTING I

This is basic acting with emphasis on play structure, character development, and elementary problems of ensemble playing. Memorization and participation in dramatic presentations are required.

### 2302. ACTING II

This is the theory and practice of acting. Formal and informal performance of scenes throughout the semester will be included. Prerequisite: THRE 2301 or consent of instructor.

### 3301. THEATRE HISTORY I

This is a study of theatre history which traces the path of theatre from its beginnings through the Renaissance. Emphasis is on the playwrighting, acting and directing styles, scenic innovations and theatre architecture of various periods. Prerequisite: THRE 1301 or HIST 1350 or HIST 1351.

### 3302. THEATRE HISTORY II

This is a historical survey of major trends of world theatre and drama. Emphasis is on theatre of Europe and the United States, however, the eastern theatre is covered also. This course covers dramatic criticism, theatre trends, actors and acting styles, the role of the director, and scenic innovations from the Renaissance to the contemporary theatre of the late 20th century. Prerequisites: THRE 1301 or HIST 1350 or HIST 1351.

### 3305. CREATIVE DRAMA FOR YOUNG AUDIENCES

This is the theory and practice of creative drama for young audiences including story dramatization, storytelling, pantomime, role playing and theatre games. Prerequisite: THRE 1301 or Junior standing.

### 3306. COSTUMING

The course is the study of costumes as the clothing and outfits in theatrical production. It will include a look of the evolution of clothes over time and across cultures and the affect that change has on the aesthetic of theatrical performance. Styles, fashion, and construction technique as well as costume's role in a theatrical narrative are discussed. The designing and building of costumes for theatre play a central part in this course. Prerequisites: THRE 1301, 1302.

### 3336. WRITING FOR STAGE AND SCREEN

This course focuses on dramatic literature, playwriting and screen writing for television, motion pictures and online entertainment. Students will study the important works of dramatic literature from theatre and motion pictures. They will then write their own works following the established styles and guidelines studied in this course. Prerequisites: THRE 1301.

### 3337. DESIGNING FOR STAGE AND SCREEN

This course focuses on theatrical design and production. Students will receive an overview of stagecraft with enough material to prepare them for the design experience. Students will be exposed to fundamental concepts and examples of theatrical design: scenery, costumes and lights. They will learn the designer's relationship with a production as well as a narrative (play or screenplay). With a strong emphasis on research and dramaturgy, students will create original works of theatrical or cinematic design. Prerequisites: THRE 1301.

### 4325. DIRECTING AND MANAGEMENT FOR STAGE

The course focuses on the skills and insights unique to the Stage Director and Stage Manager and will cover: script interpretation, communicating with actors, designers, other team members, blocking, and running the rehearsal and performance process. The course is structured to prepare theatre students for leadership roles within the production team. Prerequisites: THRE 1301, 1302, 1103, 2301, 2302.

### 4333. PLAYWRITING

This is the study and practice of writing plays of various lengths. Use of dialogue, movement and building of ideas into dramatic situations is emphasized. Prerequisites: ENGL 1302 or THRE 1301, 2301 and Junior standing.

### 4340. DRAMATIC LITERATURE

This course includes readings in American, British, and Continental literature, with emphasis on the development of ideas, themes, and motifs. Prerequisites: ENGL 1302, and either 2340 or 2341 and junior standing, or consent of instructor.

### 4350. DESIGNING FOR THE STAGE

This is an in-depth study of different aspects of technical theatre including; stage design, stage lighting, costume history and design, and/or stage management. This course is designed for the upper level theatre major who has special interest in technical aspects of theatre and theatre design. Prerequisites: THRE 1302, 3301, 3302, senior standing or consent of the theatre director.

### 4351. ACTING STYLES AND CHARACTERIZATIONS

This is an advanced study into performance aspects of theatre including; advanced acting and acting styles, stage directing, play analysis, dramatic criticism and scoring. Prerequisites: THRE 1301, 2301, 2302, 3301, 3302, senior standing or consent of the theatre director.

### 4370. TOPICS IN THEATRE

This course focuses on theatrical styles and genre; dramatic theory and criticism; and historical perspectives on world theatre practices. Topics for study include: Musical Theatre, Stage Directing: Techniques and Theories, and Post Modern Theatre: The Avant Garde from Absurdism to Performance Art. Prerequisites: THRE 2301, 3301, 3302, or consent of instructor.

### 4380. DIRECTED STUDY IN THEATRE

Subjects not offered as regular courses may be investigated by directed study pursuant to a plan proposed by the student and approved before registration by the supervising instructor and the appropriate division chair. Normally students enrolling will have upper-level status, a 2.0 GPA, and completed basic discipline courses. May be repeated with a change in topic.

### 4398. INTERNSHIP IN THEATRE

Students will serve internship hours at the Schreiner University Theatre or other local theatres. The students will be active in a variety of technical theatre activities, which may include; set painting, construction, lighting, stage managing, sound, costumes, and assistant to the director. Prerequisite: Senior standing or consent of instructor.

## UNIVERSITY STUDIES (UNIV)

### 0101. UNIVERSITY STUDIES

This is a course designed to increase knowledge, skills and self awareness required by college freshmen to be successful in their first year of college and beyond. Required of all freshmen and graded S/U. Does not earn credit hours nor satisfy degree requirements.

# VOCATIONAL NURSING (VONR)

Class and/or clinical hours may be altered to enhance the learning experience of the student according to the availability within the medical community. Program includes 46 credit hours.

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## SPRING TERM I

|           |                                            |           |
|-----------|--------------------------------------------|-----------|
| VONR 1102 | Nutrition                                  | 1         |
| VONR 1304 | Pharmacology                               | 3         |
| VONR 1402 | Body Structure Function                    | 4         |
| VONR 1501 | Foundations of Vocational Nursing          | 5         |
| VONR 1502 | Foundations of Vocational Nursing Clinical | 5         |
|           |                                            | <b>18</b> |

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## SUMMER TERM II

|           |                              |           |
|-----------|------------------------------|-----------|
| VONR 1108 | Mental Health Clinical       | 1         |
| VONR 1112 | Reproductive Health Clinical | 1         |
| VONR 1204 | Mental Health                | 2         |
| VONR 1305 | Reproductive Health          | 3         |
| VONR 1406 | Adult Geriatric Nursing      | 4         |
| VONR 1407 | Adult Geriatric Clinical     | 4         |
|           |                              | <b>15</b> |

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## FALL TERM III

|           |                            |           |
|-----------|----------------------------|-----------|
| VONR 1109 | Capstone                   | 1         |
| VONR 1110 | Pediatric Nursing Clinical | 1         |
| VONR 1303 | Pediatric Nursing          | 3         |
| VONR 1404 | Adult Med-Surg Clinical    | 4         |
| VONR 1405 | Adult Med-Surg Nursing     | 4         |
|           |                            | <b>13</b> |

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## 1101. PERSONAL – VOCATIONAL RELATIONSHIPS

This introduction to the vocational nursing profession includes information and guidance on the history, standards of practice, vocational roles, and licensure, to facilitate the transition of the student into the role of the caregiver as a professional vocational nurse by exploring communication, the nurse-patient relationship, relationships with the patient



families, physicians, interprofessional collaboration, spiritual and cultural implications of holistic health care, legal and ethical issues, and the changing roles for the vocational nurse as it relates to the health care needs and trends of our population. It guides the student in the development of a philosophy of nursing and provides an overview of legal, ethical, holistic awareness, and cultural issues confronting nurses today.

### **1102. NUTRITION/DIET THERAPY**

This course introduces principles of good nutrition as related to health in all age groups. The importance of good nutrition, essential nutrients, and diet planning are emphasized. This course examines the use of various hospital diets in the treatment regimen of the patient.

### **1103. FUNDAMENTALS OF MEDICATION ADMINISTRATION**

This course in the second semester will prepare students to begin the important nursing responsibility of giving medications to their assigned patients. The focus will be on oral and parenteral routes of administration. Dosage calculations will also be a major component of this course to prepare students to give medications.

### **1105. NORMAL GROWTH AND DEVELOPMENT**

This course introduces the student to aspects of growth and development from infancy to the elderly. Emphasis is placed on using principles of normal growth and development to enhance nursing care for the patient as a whole.

### **1106. MENTAL HEALTH NURSING FOR THE VOCATIONAL NURSE**

This course focuses on mental health concepts related to mental illness prevention, health maintenance, and healing as applied to patients across the lifespan. An overview of the continuum of mental wellbeing and acute and chronic mental illness and treatment modalities is included. Students will apply pharmacological knowledge and principles of nutrition and alternative therapy to the mental health of the patient through a holistic and culturally sensitive evidence-based approach to care.

### **1107. ADVANCED NURSING SKILLS**

This skills course will be taught in the third semester. The focus will be on more advanced nursing skills such as Intravenous Therapy. The students will have opportunity to develop these skills in the lab setting as well as in acute care areas. Included will be other advanced skills, such as caring for patients with chest tubes.

### **1108. MENTAL HEALTH**

This course focuses on effective application of knowledge, skills, and attitudes of the vocational nurse in using nursing principles in caring for culturally and socially diverse individuals with mental health concerns. The student will use clinical reasoning and evidence-based practice in the application of the nursing process. Nursing care is directed at health maintenance, restoration, health promotion, and teaching patients with mental health concerns. Graded S/U.

## 1109. CAPSTONE

This Capstone course is designed to prepare vocational nursing students for successful transition into professional practice. Emphasis is placed on meeting Texas Board of Nursing Jurisprudence requirements, refining job-seeking skills such as resume writing and interviewing, and reinforcing professional behaviors and workplace readiness. Students will review key nursing concepts, engage in reflective practice, and develop strategies for lifelong learning and career advancement as entry-level nurses. Prerequisite: Successful completion of term II in the VN Program.

## 1110. PEDIATRIC NURSING CLINICAL

This clinical course provides students with hands-on experience in the care of infants, children, and adolescents in various healthcare settings. Emphasis is placed on applying knowledge of growth and development, performing age-appropriate assessments, and delivering safe, family-centered care. Students will use the nursing process to support the physical, emotional, and developmental needs of pediatric patients while collaborating with the healthcare team. Prerequisite: Successful completion of term II in the VN Program.

## 1112. REPRODUCTIVE HEALTH CLINICAL

This clinical course provides hands-on experience in the care of women during pregnancy, labor and delivery, postpartum, and the care of newborns. Students will apply the nursing process to promote safe, patient-centered care in hospital and community settings. Emphasis is placed on developing skills in assessment, communication, and family-centered care while supporting maternal and infant health. Prerequisite: Successful completion of term II in the VN Program.

## 1201. REPRODUCTIVE HEALTH

This course explores sexual and reproductive health and the role of the vocational nurse in delivering safe, therapeutic care to a diverse population. This course will cover applying the nursing process and culturally sensitive care across the following topics: sexually transmitted infections, intimate partner violence, methods of contraception, conception, pregnancy, birth, the postpartum period and care of the newborn as well as complications and their implications in relation to these topics. Ethics and standards of practice will be integrated throughout the course.

## 1202. PEDIATRIC NURSING

This course provides the student with the understanding of how illness and hospitalization affect the child and his family. Emphasis is placed on common pediatric diseases and the nursing implications of each.

## 1204. MENTAL HEALTH

This course focuses on mental health concepts related to mental illness prevention, health maintenance and healing as applied to clients and families of all ages. An overview of the continuum of mental wellbeing and acute and chronic mental illness and treatment modalities is included. Students will apply pharmacological knowledge and principles of nutrition and alternative therapy to the mental health of the patient through a holistic and culturally sensitive evidence-based approach to care. Prerequisite: Successful completion of term II in the VN Program.

## 1302. FUNDAMENTALS OF MATERNAL – CHILD HEALTH NURSING (CLINICAL)

This course is the clinical practice segment to correlate our Maternity Nursing and Pediatric Nursing courses taught in the second semester. The hospital setting will be used to focus on the needs of the child-bearing families. Students will continue to utilize the nursing process in planning nursing care to both new mothers and their infants. For the pediatric experience a variety of community based clinical sites—the Ambulatory Care Center, Kerrville ISD schools, pediatricians' offices as well as the hospital setting will be used. Graded S/U.

## 1303. PEDIATRIC NURSING

This course introduces the principles of nursing care for infants, children, and adolescents within the context of family-centered care. Emphasis is placed on normal growth and development, age-appropriate communication, and the vocational nurse's role in promoting health, preventing illness, and providing safe, effective care. Students will learn to apply the nursing process to address the physical, emotional, and developmental needs of pediatric patients across various healthcare settings. Prerequisite: Successful completion of term II in the VN Program.

## 1304. PHARMACOLOGY

This introductory pharmacology course provides foundational knowledge of drug classifications, actions, therapeutic uses, side effects, and safe medication administration practices. The course integrates principles of pharmacokinetics, pharmacodynamics, and the nursing process to prepare students for clinical application in diverse healthcare settings. Prerequisite: None.

## 1305. REPRODUCTIVE HEALTH

This course explores content relevant to sexual and reproductive health. Sexual health is defined as a state of physical, emotional, mental, and social well-being in relation to sexuality. Using a culturally sensitive approach, the course explores sexual health topics including intimate partner violence, transmitted infections, and transitioning. In addition, students apply the nursing process and holistic-care components to the gestational experience from conception to birth and care of the newborn. Prerequisite: Successful completion of term II in the VN Program.

## 1401. FOUNDATIONS OF PROFESSIONAL NURSING CLINICAL

This course applies the foundational concepts of vocational nursing to include the nursing process, safety and quality, ethics, critical thinking, and clinical judgment. The student will develop a foundation for providing holistic, patient-centered care across the lifespan through skills in communication, assessment, vital signs, and activities of daily living. Additional concepts and fundamental skills will include identifying and addressing environmental concerns, patient positioning and transporting, asepsis, sterile technique, medication administration, and intrusive therapies. Concepts and skills learned will address patient care needs in a compassionate, ethical, and safe manner within a variety of settings. Graded S/U.

## **1402. UNDERSTANDING ANATOMY AND PHYSIOLOGY FOR THE VOCATIONAL NURSE**

This course provides scientific foundation and introduces structure and functions of normal human anatomy and physiology using a holistic body systems approach. Emphasis is placed on learning the structures of the body, fundamental concepts, interrelationships of organs, and understanding medical terminology. The student will develop the foundation for providing holistic, patient-centered care across the lifespan. Concepts and skills learned will be able to demonstrate basic knowledge of body systems, their interrelationships and associated medical terminology.

## **1403. PHARMACOLOGY**

This course introduces basic drug classifications and examines drug side effects and nursing implications of specific drug therapy.

## **1404. ADULT MEDICAL-SURGICAL CLINICAL**

This course builds on the concepts learned and skills gained in all clinical courses. Students continue to apply requisite knowledge, evidence-based and professional practices, and clinical judgement to the clinical setting with an emphasis on health promotion, prevention and managing acute and chronic illnesses. Graded S/U.

## **1405. ADULT MEDICAL-SURGICAL NURSING**

This course further expands on the normal and abnormal function of body systems through the lens of a vocational nurse. Students combine knowledge of anatomy, physiology, and pathophysiology principles with nursing processes and standards to address the health of the adult across the lifespan. Students will apply pharmacological knowledge and nutritional principles to the health of the adult through a holistic and culturally sensitive evidence-based approach to care.

## **1406. ADULT GERIATRIC NURSING**

This course covers the normal and abnormal function of body systems through the lens of a vocational nurse as well as introduces the student to theories of the aging process, examines special care needs of the geriatric patient with an emphasis on the nursing process in understanding the pathological variations of aging. Students combine knowledge of anatomy, physiology, and pathophysiology principles with nursing processes and standards to address the health of the adult across the lifespan. Students will apply pharmacological knowledge and nutritional principles to the health of the adult through a holistic and culturally sensitive evidence-based approach to care.

## **1407. ADULT GERIATRIC CLINICAL**

This course is the clinical practice segment to correlate our Adult-Geriatric Nursing course. Students will begin using the long-term care areas to focus on using the nursing process to identify nursing care needs of the elderly adult as well as be introduced to the acute-care adult health setting. They will also begin developing nursing care plans to prepare for clinical hands-on experiences to assist in meeting these needs to assigned patients. It will also incorporate medication administration and nursing responsibilities to designated patients. Graded S/U.

## 1501. FOUNDATIONS OF VOCATIONAL NURSING

This course provides the introduction and groundwork for the role of the vocational nurse as a provider of patient-centered care, patient safety advocate, member of health care team, and member of profession. Content includes fundamental history of vocational nursing, a systematic framework for decision-making and critical thinking, and basic nursing skills. Emphasis will be placed on the knowledge, judgment, skill performance, and professional values within the legal/ethical framework of the vocational nurse.

## 1502. FOUNDATIONS OF VOCATIONAL NURSING CLINICAL

This course applies the foundational concepts of nursing to include the nursing process, safety and quality, ethics, critical thinking, and clinical judgment. The student will develop a foundation for providing holistic, patient-centered care across the lifespan through skills in communication, assessment, vital signs, and activities of daily living. Additional concepts and fundamental skills will include identifying and addressing environmental concerns, patient positioning and transporting, asepsis, sterile technique, medication administration, and intrusive therapies. Concepts and skills learned will address patient care needs in a compassionate, ethical, and safe manner within a variety of settings. Prerequisite: None.





# 2026–2027

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| Mr. Billy Wilkinson, <i>SC '96</i> (1)..... | Denver, CO         |

### Term Expiring 2028

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|                                              |                    |
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| Mr. Shelton Green, <i>SU '98</i> (1).....    | Austin, TX         |
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| Mr. Karl Ransleben, <i>SI '60</i> (2).....   | Fredericksburg, TX |
| Mr. J.D. Salinas (3) .....                   | McAllen, TX        |
| Mr. Aaron Yates, <i>SU '07</i> (1).....      | Kerrville, TX      |

### Term Expiring 2029

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|                                              |                   |
|----------------------------------------------|-------------------|
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| Mr. Matthew Delgado (1) .....                | San Antonio, TX   |
| Mr. Mark Espinoza, <i>SC '98</i> (1).....    | Uvalde, TX        |
| Mr. Page Foshee, <i>SC '90</i> (3) .....     | Austin, TX        |
| Rev. Matthew Gaventa (1) .....               | Austin, TX        |
| Ms. Sonia Munoz-Gill, <i>SC '91</i> (1)..... | New Braunfels, TX |
| Mr. Tom Pappas, <i>SU '12</i> (2) .....      | Houston, TX       |
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**Total Number of Trustees: 32**

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*(1), (2), or (3) indicates which three-year term is being served.*

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 Ph.D., Cold Spring Harbor Laboratory, School of Biological Sciences
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 M.S., Mersin University  
 Ph.D., Cukurova University
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 BSc, University of Limerick, Ireland  
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 B.M., Ithaca College  
 M.M., New England Conservatory of Music  
 D.M.A., University of Texas at Austin 292
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 D.N.P., The George Washington University
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 B.A., Stephen F. Austin State University  
 M.S., West Virginia University  
 Master of Professional Accounting, University of Texas at San Antonio  
 J.D., University of Houston LL.M., Georgetown University
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 B.A., Hiram College  
 M.S., Eastern Kentucky University  
 Ph.D., Miami University – Ohio
- CLARK J. ELLISTON (2014).....Professor of Religion Honors Program Director  
 B.A., Baylor University  
 M.Div., Baylor University  
 M.Th., Texas Christian University  
 DPhil., University of Oxford – Oxford, UK
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 M.S., Universidad Argentina de la Empresa
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 B.A., Schreiner University  
 M.S., University of Texas at Permian Basin  
 Psy.D., University of the Rockies 293
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 B.S.N., Bradley University  
 M.S.N., Texas Woman’s University Dr.  
 P.H., University of Texas Health Science Center at Houston
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 M.S., University of Houston
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 & Sport Management  
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 M.S., Lamar University

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D.N.P., Texas Tech University Health Sciences Center
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M.S., King Fahd University of Petroleum & Minerals  
Ph.D., Wichita State University Postdoctoral Scholar, University of Kentucky
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B.S., North Carolina State University  
M.S., University of Maryland  
Ph.D., University of Michigan
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B.A., St. Edwards University  
M.A., Texas State University  
Ph.D., University of New Mexico
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B.S., Olivet Nazarene University  
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B.S., Baylor University  
M.A., Texas State University  
Ph.D., University of Texas at Dallas
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B.Sc., Midlands State University  
M.Sc., University of Tokyo  
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M.B.A. Osmania University  
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B.A., Kean University  
M.Ed., Concordia University  
Ed.D., Sam Houston State University
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B.S., Texas A&M University  
M.A., Sam Houston State University  
Ph.D., University of Houston

- CLAY M. McCLURE (2013).....Associate Professor of Graphic Design  
and Multimedia  
B.F.A., Texas State University (graphic design)  
B.F.A., Texas State University (studio art)  
M.F.A., University of Texas at San Antonio
- CHARLIE T. McCORMICK (2009) ..... Professor of English President  
B.A., Abilene Christian University  
M.A., Texas A&M University  
Ph.D., University of Pennsylvania
- STEFAN T. MECAY (2000) ..... Associate Professor of Mathematics  
B.S., University of Texas at Austin  
M.S., Ph.D., University of North Texas
- MERVYN MEDIDI (2025) ..... Visiting Professor of Engineering  
B.S., Manipal University  
M.S., Purdue University
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B.A., University of Illinois Urbana-Champaign  
M.S.N., The University of Texas Health Science Center at Houston  
D.N.P., The University of Texas at Arlington
- KILEY P. MILLER (2006) .....Professor of Chemistry  
B.S., Schreiner University  
M.A., University of Texas at Austin  
Ph.D., Massachusetts Institute of Technology
- DOUG MONK (2019) .....Associate Professor of Education  
B.S., Stephen F. Austin State University  
M.E.D., The University of Texas at Brownsville and Texas Southmost College  
Ed.D., Texas A&M University, College Station
- BENJAMIN C. MONTOYA (2017) .....Associate Professor of History  
B.A., M.A., University of Nevada – Las Vegas  
Ph.D., University of Colorado – Boulder
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B.S., Brigham Young University  
M.S., Brigham Young University  
Ph.D., Brigham Young University
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B.A., Texas A&M International University  
M.A., University of Texas at San Antonio  
Ph.D., University of Texas at Austin
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B.A., Cornell University  
Ph.D., Cornell University

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 M.S., Southern Illinois University
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 & Director of Wellness Institute  
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 M.S., Southern Illinois University  
 Ph.D., Washington University
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 M.A., Southern New Hampshire University
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 M.A., The University of Texas at San Antonio  
 Ph.D., The University of Texas at San Antonio
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 B.Sc. Mahatma Gandhi University  
 M.Sc., Mahatma Gandhi University  
 M.S., Wayne State University  
 Ph.D., Wayne State University
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 B.A., Louisiana Tech University  
 M.S., Information Systems, University of Central Texas  
 M.B.A., University of the Incarnate Word  
 D.B.A., University of the Incarnate Word
- DYANA RICE (2024) ..... Instructor Vocational Nursing  
 B.S.N., University of Texas-Arlington
- MATTHEW ROBINSON (2018) ..... Associate Professor of  
 Exercise Science and Sport Management  
 B.S., Southeast Oklahoma State University  
 M.S., Northwest Missouri State University  
 Ph.D., Baylor University
- SCOTT ROBINSON (2022) ..... Assistant Professor of Political Science  
 B.A., M.A., Louisiana State University  
 Ph.D., University of Houston
- VICTOR SALINAS (2025) ..... Instructor of Biology  
 & Health Professions Coordinator  
 B.S., Schreiner University  
 M.S., Lehigh University
- JOHN SALLYERS (2025) ..... Assistant Professor of Nursing  
 M.S.N., American Sentinel University  
 D.N.P., Chamberlain College of Nursing

- RENAE SCHONDEL (2025) ..... Assistant Professor of Nursing  
M.S.N., Case Western Reserve University  
D.N.P., Case Western Reserve University
- GERALD SCOTT (2026) ..... Coordinator of the  
Licensed Vocational Nursing Program  
B.S., Wayland Baptist University  
M.B.A., Webster University
- THOMAS SIMPSON (2024) ..... Banking  
Ph.D., The University of Chicago
- CHRISTOPHER COLE STARR (2003) ..... Associate Professor  
of Religion and Philosophy  
B.A., Rice University  
M.Div., Princeton Theological Seminary  
M.A., Ph.D., University of Virginia
- SHIJUN TANG (2023) ..... Assistant Professor of Computer Science  
M.S., East China Normal University, Shanghai, China  
M.S., Ph.D., University of North Texas
- SIHAI TANG (2024) ..... Assistant Professor of Computer Science  
B.S., The University of Texas at Austin  
Ph.D., University of North Texas
- LEE TOPOLEWSKI (2018) ..... Assistant Professor of Biology  
B.S., University of the Incarnate Word  
M.S., University of Florida  
Ph.D., Keiser University
- DAVID UNOBE (2023) ..... Assistant Professor of Engineering  
B.S., Federal University of Technology, Minna, Nigeria  
M.S., Ph.D., Idaho State University
- DANIELA VARGAS TRUJILLO, T J. (2025) ..... Assistant Professor of Chemistry  
B.S., Texas Women's University  
Ph.D., University of North Texas
- SIMON VELASQUEZ (2026) ..... Instructor of Political Science  
B.A., Boise State University  
M.A., Cornell University  
Ph.D., Cornell University
- DANETTE VINES (2008) ..... Professor of Chemistry  
B.S., McNeese State University  
Ph.D., Iowa State University
- BARBARA VON BRANDT-SIEMERS (2015) ..... Associate Professor of Accounting  
B.B.A., Schreiner University  
M.S., Our Lady of the Lake University  
Ph.D., Capella University
- DEBORAH WARTKO-CONNER (2008) ..... Professor of Visual Arts and Photography  
B.F.A., Southwest Texas State University  
M.F.A., Academy of Art University

MARK D. WOODHULL (2002) ..... Professor of Business Director  
of Graduate Business Education  
B.S.B.A., Missouri Western State College  
M.S., Central Michigan University  
Ph.D., Touro University International

WILLIAM W. WOODS (1998) ..... Professor of English  
B.A., M.A., Southwest Texas State University  
Ph.D., Texas Woman’s University

PEGGY WRIGHT (2024) ..... Instructor of Nursing  
BSN M.S.N., Chamberlain University



# FACULTY EMERITI

- JOE R. BAULCH (Deceased)..... Professor Emeritus  
of Political Science and History  
B.S.Ed., Southwest Texas State University  
M.Ed., Ph.D., Texas Tech University
- BOARDMAN R. CHAMBERS (Deceased)..... Professor Emeritus of English  
B.A., University of Alabama  
M.A., George Peabody College of Vanderbilt University
- HARRY WILLIAM CRATE (Deceased)..... Professor Emeritus of Engineering  
and Mathematics  
A.A., Schreiner College  
B.A., B.S., M.A., Rice University
- KAREN K. DOOLEY (Deceased)..... Professor Emerita of Psychology  
B.S., Our Lady of the Lake University A.M.(r),  
Ph.D., St. Louis University
- ROBERT P. HALLMAN (Deceased) ..... Professor Emeritus of English  
A.A., Brewton Parker College  
B.A., M.Ed., Georgia Southern College
- SARAH (SALLY) M. HANNAY ..... Professor Emerita of English  
B.A., Duke University  
M.F.A., University of Iowa
- RICHARD L. HARBEN..... Professor Emeritus of Psychology  
B.S., Erskine College  
M.S., Southern Illinois University
- TRUMAN O. HILDEBRAND (Deceased) ..... Professor Emeritus of Mathematics  
B.A., MA., University of Texas at Austin  
L.H.D., Schreiner College
- JOHN D. HUDDLESTON..... Professor Emeritus of History  
B.A., M.A., The University of Texas at Austin  
Ph.D., Texas A&M University
- MARGARET HUDDLESTON, PH. D. .... Professor Emerita of Mathematics  
University of Incarnate Word
- JOHN E. JONES..... Professor Emeritus of Accounting  
B.S., M.S., Texas Tech University
- SAM McDOWELL JUNKIN ..... President Emeritus  
A.A., Schreiner College  
B.A., University of Texas at Austin  
M.Div., Th.M., Austin Presbyterian Theological Seminary  
D.D., Austin College
- LYDIA K. KUALAPAI..... Professor Emerita of English  
B.A., University of Hawaii at Hilo  
M.A., Ph.D., University of Nebraska-Lincoln

- SUSAN R. SLIVA.....Professor Emerita of  
Information Systems and Mathematics  
B.S.Ed., M.Ed., Southwest Texas State University
- WILLIAM M. SLIVA ..... Professor Emeritus of Mathematics  
B.S.Ed., M.S., Southwest Texas State University  
Ph.D., University of Texas at Austin
- DAVID C. SMITH.....Professor Emeritus of Communication Design  
B.S., M.Ed., Frostburg State University  
M.F.A., Vermont College of Norwich University  
Ph.D., Union Institute & University
- FRED STEVENS.....Professor Emeritus of Biology  
B.S., University of Wisconsin at Parkside  
M.A., Ph.D., University of Texas at Austin
- CLAUDIA N. SULLIVAN .....Professor Emerita of  
Theatre and Communication Studies  
B.A., Butler University  
M.F.A., Trinity University  
Ph.D., University of Colorado
- CHARLES TIMOTHY SUMMERLIN .....President Emeritus  
B.A., Abilene Christian College  
M.Ph., Ph.D., Yale University
- DANIEL SWENSEN (Deceased).....Professor Emeritus of Philosophy  
B.A., Bridgewater State College  
M.A., Ph.D., University of Miami
- QUI-PHIET TRAN .....Professor Emeritus of English  
B.S., University of Hue – Hue, Vietnam  
B.A., Saigon University – Ho Chi Minh City, Vietnam  
M.A., Ph.D., University of Texas at Austin
- THOMAS D. WELLS.....Professor Emeritus of Exercise Science  
B.S., University of Texas at Austin  
M.Ed., Southwest Texas State University  
Ph.D., Texas A&M University
- EDWARD L. WILBOURN (Deceased).....Professor Emeritus of History  
B.A., M.A., Austin College
- R. M. ZARYCHTA (Deceased) .....Professor Emeritus of History  
B.A., King’s College  
M.A., Duquesne University  
D.A., Carnegie-Mellon University

# CABINET

|                              |                                                 |
|------------------------------|-------------------------------------------------|
| Lucien Robert Costley .....  | Vice President<br>for Planning and Finance, CFO |
| Marta Diffen .....           | Special Assistant to the President              |
| Jared Montoya .....          | Provost and Vice President for Academic Affairs |
| Thomas Matthew Goodwyn ..... | Vice President for Student Affairs              |
| Alan Liebrecht .....         | Vice President of Enrollment Management         |
| Charles T. McCormick .....   | President                                       |
| Clark Elliston .....         | Dean of Faculty                                 |
| Barbara Oh .....             | Dean of Academic Excellence                     |
| Lisa Turner .....            | Assistant Vice President of Enrollment          |
| Mark Tuschak .....           | Vice President for Advancement                  |
| Steven Hale .....            | Assistant VP for Finance                        |

# ADMINISTRATIVE STAFF

|                                   |                                               |
|-----------------------------------|-----------------------------------------------|
| Ashlynn Albert .....              | Assistant Women's Basketball Coach            |
| Keith Allen .....                 | Head Football Coach                           |
| Melissa Allen .....               | Director of The Center for Talent Workforce   |
| Albert Almanza .....              | Assistant Men's Basketball Coach              |
| Salma Alvarez .....               | Center for Print & Digital Production Manager |
| Rebeca Gonzalez De Anderson ..... | Accompanist                                   |
| Karolyn Andrews .....             | Director of the HSI Stem Grant Program        |
| Ed Barber .....                   | Asst Dir of Schreiner Aviation – Flight Opera |
| Darren Bauer .....                | Head Men's Soccer Coach                       |
| Alan Baxter .....                 | Head Men's & Woman's Golf Coach               |
| Grant Beaver .....                | Assistant Baseball Coach                      |
| Steven Beck .....                 | Assistant Baseball Coach                      |
| Cory Bell .....                   | Maintenance Assistant & Locksmith             |
| Erica Bell .....                  | Operations and Administrative Manager         |
| Christopher Bennett .....         | Director of Facilities Services               |
| Michael Bennett .....             | Director of Marketing and Communications      |
| Christopher Biggurs .....         | Assistant Football Coach: Defensive Line & St |
| Amy Billeiter .....               | Education Site Coordinator                    |
| Ellen Bolton .....                | LSS Program Professional Tutor                |

|                          |                                                        |
|--------------------------|--------------------------------------------------------|
| Patricia Boswell .....   | Administrative Coordinator                             |
| Haley Branch .....       | Security Officer II                                    |
| Ryan Brisbin .....       | Head Baseball Coach & Head of Athletic Compliance      |
| Eryn Brokaw .....        | Director of Human Resources                            |
| Megan Bruhn .....        | Social Media Coordinator & Content Creator             |
| Ashley Brune .....       | Equestrian Coach                                       |
| Regan Buckaloo .....     | Assistant Director for Auxiliary Services, Marketing   |
| Deborah Burress.....     | Enrollment Processing Specialist                       |
| Jacobi Caldwell.....     | Songkeeper Coordinator                                 |
| Misty Canty.....         | Assistant Director of Auxiliary Services               |
| Jacob Carrillo .....     | Head Men's & Women's Tennis Coach                      |
| Lisa Cashiola.....       | LSS Program Professional Tutor                         |
| Mark Castro .....        | Groundskeeper I                                        |
| Dilan Chenault .....     | Maintenance Manager                                    |
| Mo Ann Christensen ..... | Head Women's Softball Coach                            |
| Sidney Coffin .....      | Events Operations Manager                              |
| Matthew Comuzzie .....   | Assistant Athletic Director                            |
| Lucien Costley .....     | Senior VP for Planning and Finance & CFO               |
| Cinda Courtney .....     | LSS Program Aide                                       |
| Melinda Cox.....         | LSS Program Professional Tutor                         |
| Kodi Crouch.....         | Human Resource Coordinator                             |
| Chanie Davidson.....     | Payroll Coordinator                                    |
| Carl Davis .....         | Director of Schreiner Aviation                         |
| Paul Davis .....         | Maintenance Assistant                                  |
| Ted Davis .....          | University Sports Broadcaster                          |
| Jim Dickson .....        | Assistant Men's & Women's Golf Coach                   |
| Marta Diffen.....        | Special Assistant to the President                     |
| Eugene Dowdy.....        | Director of Music                                      |
| Amanda DuBose .....      | Instructor of Communication Disorders                  |
| Mai Felty.....           | Associate Director of Marketing and Content Management |
| Julie Fiedler.....       | Alumni Development Officer                             |
| Sylvia Flannery.....     | LSS Program Professional Tutor                         |
| Martha Fleming.....      | LSS Program Professional Tutor                         |
| Kendra Foreman.....      | Head Women's Basketball Coach                          |
| Donald Frazier .....     | Director of The Texas Center                           |

|                        |                                                   |
|------------------------|---------------------------------------------------|
| Susan Frazier.....     | Operations & Budget Manager – TX Center           |
| John Friberg .....     | Creative Content Producer                         |
| Vicki Fry .....        | Professional Advisor                              |
| Rajeem Garnett .....   | Head Men’s XC/TF Coach                            |
| David Gehrels .....    | Director of Student Activities                    |
| Houston Glover.....    | Sciences Lab Manager                              |
| Matt Goodwyn .....     | Vice President Student Affairs & Dean of Students |
| Regina Gordon.....     | Coordinator of Changing Global Society            |
| Katy Graczyk .....     | CRM Database Manager                              |
| Elba Graham .....      | Assistant Director of Financial Aid               |
| Samuel Grodman .....   | Financial Services Counselor                      |
| Lacy Gross .....       | Director of Career Services                       |
| Daron Gutierrez .....  | Assistant Grounds Manager                         |
| Jason Gutierrez.....   | Purchasing Supply Technician                      |
| Steven Hale .....      | Assistant Vice President for Finance              |
| Patrick Hallmark ..... | Assistant Football Coach Defensive Coordinator    |
| Jami Holland .....     | Administrative Coordinator                        |
| Devin Hooper.....      | Assistant Baseball Coach                          |
| Miguel Hopkins .....   | Student Success Specialist                        |
| Chastity Howard .....  | Associate Director of Schreiner Institute         |
| Matthew Huffman.....   | Groundskeeper I                                   |
| Kenneth Jacobs .....   | Chief of Security                                 |
| Zachary Jean .....     | Security Officer II                               |
| Anna Jessup .....      | Director of MSN Program                           |
| Clifford Jewell.....   | Interim Women’s Wrestling Coach                   |
| Allison Johnson.....   | Graduate Admission Counselor                      |
| Alvin Jones.....       | Groundskeeper I                                   |
| David Jones.....       | Assistant Football Coach: Offensive Coordinator   |
| JC Jones .....         | Groundskeeper I                                   |
| Vickie Jones .....     | Administrative Coordinator for the Dean           |
| Willie Foreman Jr..... | Grounds Manager                                   |
| Alina Kinsey .....     | Interim Women’s Wrestling Coach                   |
| Terri Van Kirk .....   | Senior Enrollment Processor                       |
| Roy Kiser .....        | Assistant Men’s Basketball Coach                  |
| Hailey Klenk .....     | LSS Program Professional Tutor                    |

|                              |                                                      |
|------------------------------|------------------------------------------------------|
| Alexis Korbe .....           | Coordinator of Choral Activities                     |
| Evan Latham .....            | Security Officer II                                  |
| Jay Latreille.....           | Executive Assistant for Advancement                  |
| Jessie Leal .....            | Associate Director of Admissions                     |
| Dongwoo Lee.....             | University Minister                                  |
| Alan Liebrecht .....         | Vice President of Enrollment Management              |
| Liliana Lovisa .....         | Executive Assistant to the Provost                   |
| Jill Lucas .....             | Accountant I                                         |
| Damian Macias .....          | Head Women's Soccer Coach                            |
| Joey Maldonado .....         | LSS Program Professional Tutor                       |
| Cristina Martinez .....      | University Registrar                                 |
| Dominic Mason.....           | Director of Orientation & Student Engagement         |
| Randy McCalla .....          | Security Officer II                                  |
| Charlie McCormick .....      | President                                            |
| Lisa Marie McCormick.....    | Director of Logan Library                            |
| Colby McCoy.....             | Head Women's Flag Football Coach                     |
| Timothy McGuire .....        | Schreiner Institute Coordinator                      |
| Kendall McKenzie .....       | Learning Support Services Administrative Specialist  |
| Devon McLaughlin .....       | Student Records Coordinator                          |
| Kyle McLeroy .....           | Head Men's Basketball Coach                          |
| Dallas Meadows.....          | Assistant Projects Manager of TX Center              |
| Daniel Saldivar Medina ..... | Facilities Manager                                   |
| Tandy Mellard .....          | Director of Undergraduate Nursing                    |
| Mark Miller .....            | Dir of Schreiner Inst Military Acad & Veteran        |
| Audrey Mitchell .....        | Executive Assistant                                  |
| Megan Delgado-Mitchell ..... | Assistant Equestrian Coach                           |
| Jared Montoya.....           | Provost and Vice Pres for Academic Affairs           |
| Cody Morgan .....            | eSports Coach                                        |
| Scott Muehlstein .....       | University Driver for Schreiner Institute            |
| Krisann Muskiewicz .....     | Coordinator of Faculty Development & Instruction     |
| Lea Nye .....                | Assistant Director of Development – Alumni Relations |
| Ladena Odom.....             | Assistant Director of the CTWD                       |
| Liz Oehler .....             | Controller                                           |
| Barbara Oh .....             | Dean of Academic Excellence                          |
| Ainara Pace .....            | Assistant Registrar                                  |

Linda Parks .....LSS Program Professional Tutor  
 Chloe Parry .....Asst. Director of Campus Visitation & Events  
 Autumn Pate..... Library Assistant  
 Brandon Pauley..... Coordinator of University Bands  
 Imelda Penz..... Evening Library Assistant  
 Lisa Pippin ..... Administrative Specialist of CTWD  
 Gilberto Ponce ..... Director of Education & Associate Professor  
 Chad Portie..... Assistant Director of Auxiliary Services  
 Heather Poulos ..... Director of Financial Aid and Student Account  
 Alexandra Purdy .....Institutional Research Associate  
 Bill Raleigh ..... Director of Athletics  
 Trish Randall..... Std Accts Counselor & Welcome Center Coordinator  
 Megan Ray ..... Admission Counselor  
 Willow Raymond ..... Library Assistant  
 Angie Rendon ..... Senior Accountant  
 Danielle Repic.....Raiser's Edge Database Manager  
 John Rivenburgh ..... Coordinator for Vineyard Research and Wine OP  
 Hunter Roberts ..... Admission Counselor  
 Manuel Rocha ..... Assistant Men's Wrestling Coach  
 Jason Rodriguez .....Head Men's Wrestling Coach  
 Noel Rodriguez ..... Transfer Advisor  
 Victoria Rosenthal.....Asst. Dir. of Adm. for Com. Syst., CRM, & Ops  
 Caitlin Royer..... Head Shotgun Coach  
 Gerald Scott .....Coordinator of LVN Program  
 David Shann..... Engineering Laboratory Technician  
 Jonathan Shim .....Accompanist Drum & Bugle  
 Sarah Sides.....Library Manager  
 Patrick Sifuentes .....Maintenance Assistant  
 Amber Silvas.....Coordinator of Campus Recreation  
 Trish Snow .....Assistant Dean of Students  
 Richard Soler .....LSS Program Professional Tutor  
 Kelly Stolz ..... Coordinator of LSS Programs  
 Matthew Swim .....Security Officer II  
 Hannah Thrasher..... Head Beach Volleyball Coach & Assistant Volle  
 Jeremiah Tiffin ..... Assistant Athletic Director for Development

|                               |                                                  |
|-------------------------------|--------------------------------------------------|
| Joe Tijerina.....             | Maintenance Assistant                            |
| Brianna Timourian .....       | Head Women's Cross Country and Track/Field       |
| Elizabeth Tovar .....         | Transfer Outreach Coordinator                    |
| Ricardo Tovar.....            | Assistant Softball Coach                         |
| Reno Trevino.....             | Associate Director of Student Accounts           |
| Lisa Turner .....             | Assistant Vice President of Enrollment           |
| Mark Tuschak.....             | Vice President of Advancement                    |
| Thomas Uptergrove.....        | STEM Professional Academic Tutor                 |
| Eliana Valeron .....          | Nursing Education Administrative Coordinator     |
| Keely Vanacker .....          | Coordinator of Meaningful Work                   |
| Blair Drought-Villarreal..... | Assistant Sport Information Coordinator          |
| Richard Wahrmond .....        | Director of Agriculture and Natural Resources    |
| Malcolm Wallace .....         | Security Officer II                              |
| Anthony Walls.....            | Associate Director of Graduate Online Admissions |
| Sage Walters.....             | Assistant Director of Development – Community    |
| Deborah Wegmann.....          | Executive Assistant                              |
| Tyler Wells .....             | Coordinator of Sports Information                |
| Trey Wetendorf .....          | Director of Admissions                           |
| Amanda White .....            | Graphic Designer                                 |
| Brian Williams .....          | Security Officer II                              |
| Job Williamson.....           | Assistant Director of Residence Life             |
| Alexander Wilson.....         | Equipment Manager                                |
| Bryan Wilson .....            | Assistant Men's Soccer Coach                     |
| Jesse Wilson.....             | Groundskeeper I                                  |
| Adrien Wingard.....           | Director of Auxiliary Services                   |
| Ira Wolfshohl.....            | Athletics Administrative & Business Manager      |
| Micah Wrase .....             | Director of Learning Support Services            |
| Arlie Wright .....            | LSS Program Professional Tutor                   |
| Stacy Young .....             | Assistant Director of Security                   |
| Kirby Zinniel.....            | Drum & Bugle Coordinator                         |
| Dakota Zwernemann.....        | Assistant Football Coach: Offensive Line         |





## A

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