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 is a place of opportunity. We offer undergraduate and graduate students a personalized, integrated, and holistic educational experience that prepares them for meaningful work and purposeful lives in a changing global society. Students study in-depth in a specific area of interest while acquiring broad skills and habits of mind to navigate a complex, diverse, and unscripted future.

WHY WE DO IT
All students are valuable and unique;
Every student should grow intellectually, physically, spiritually, and socially;
We value diversity of people and thought in a setting of open, civil discourse;
Life-long learning and service to society are critical in a global world; and
Higher education must develop thoughtful, productive, and ethical citizens.

WHERE WE'RE GOING
By 2023, Schreiner University will be a university of 2,250 students, educating men and women for service and leadership in the Hill Country, Texas, the nation, and world. We will recruit enthusiastic and diverse men and women and forge in them the intellectual, emotional, and personal resilience that has made Schreiner Institute, College, and University the uniquely Texan educational institution it has been, is, and will be.
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. Diana Comuzzie at comuzzie@schreiner.edu or phone 830-792-7371.

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 school responsible for the respective area:
Dean of School of Liberal Arts - Dr. William Woods
Dean of the Trull School of Science and Mathematics - Dr. William Davis
Dean of the Cailloux School of Professional Studies - Dr. David Smith
If the matter is not resolved, please contact the Vice President for Academic Affairs - Dr. Diana Comuzzie

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. Charlie Hueber for student life issues or Dr. Larry Cantu 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 Southern Association of Colleges and Schools. Commission on Colleges, Texas Attorney General, PO Box 12548 Austin, TX 78711-2548 greg.abbott@texasattorneygeneral.gov (800) 252-8011 or (512) 475-4413

Southern Association of Colleges and Schools, Commission on Colleges, 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 Southern Association of Colleges and Schools, Commission on Colleges.

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

Additional department contact information may be found on our website www.schreiner.edu.
The University
# ACADEMIC CALENDAR
## 2018-2019

### SUMMER 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 30, Monday</td>
<td>Summer A: MBA, RN-BSN classes begin</td>
</tr>
<tr>
<td>May 3, Thursday</td>
<td>Summer A: Last day to add, change or drop a course without a grade</td>
</tr>
<tr>
<td>May 22, Tuesday</td>
<td>Summer A: Last day to drop a course</td>
</tr>
<tr>
<td>May 28, Monday</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>June 4, Monday</td>
<td>Summer I: Graduate Education and undergraduate classes begin</td>
</tr>
<tr>
<td>June 7, Thursday</td>
<td>Summer I: Last day to add, change or drop a course without a grade</td>
</tr>
<tr>
<td>June 15, Friday</td>
<td>Summer A: Final Exams, term ends</td>
</tr>
<tr>
<td>June 19, Tuesday</td>
<td>Summer I: Last day to drop a course</td>
</tr>
<tr>
<td>June 22 &amp; 23</td>
<td>MD 1</td>
</tr>
<tr>
<td>June 25, Monday</td>
<td>Summer B: MBA, RN-BSN classes begin</td>
</tr>
<tr>
<td>June 28, Thursday</td>
<td>Summer B: Last day to add, change or drop a course without a grade</td>
</tr>
<tr>
<td>July 4, Wednesday</td>
<td>Independence Day Holiday</td>
</tr>
<tr>
<td>July 5, Thursday</td>
<td>Summer I: Final exams, term ends</td>
</tr>
<tr>
<td>July 9, Monday</td>
<td>Summer II: Classes begin</td>
</tr>
<tr>
<td>July 12, Thursday</td>
<td>Summer II: Last day to add, change or drop a course without a grade</td>
</tr>
<tr>
<td>July 13 &amp; 14</td>
<td>MD 2</td>
</tr>
<tr>
<td>July 17, Tuesday</td>
<td>Summer B: Last day to drop a course</td>
</tr>
<tr>
<td>July 20, Friday</td>
<td>TNT</td>
</tr>
<tr>
<td>July 24, Tuesday</td>
<td>Summer II: Last day to drop a course</td>
</tr>
<tr>
<td>July 27 &amp; 28</td>
<td>MD 3</td>
</tr>
<tr>
<td>August 9, Thursday</td>
<td>Summer II: Final exams, term ends</td>
</tr>
<tr>
<td>August 10, Friday</td>
<td>Summer B: Final exams, term ends</td>
</tr>
</tbody>
</table>

### FALL TERM 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 12-17, Sun.-Fri.</td>
<td>New student orientation</td>
</tr>
<tr>
<td>August 13-17, Mon.-Fri.</td>
<td>Faculty In-Service</td>
</tr>
<tr>
<td>August 17, Friday</td>
<td>Late Registration</td>
</tr>
<tr>
<td>August 17, Friday</td>
<td>VN J2 Term Ends</td>
</tr>
<tr>
<td>August 20, Monday</td>
<td>Graduate Education and undergraduate classes begin</td>
</tr>
<tr>
<td>August 24, Friday</td>
<td>Last day to add courses and change sections</td>
</tr>
<tr>
<td>August 24, Friday</td>
<td>Convocation</td>
</tr>
<tr>
<td>August 27, Monday</td>
<td>Fall A: MBA, RN-BSN, VN J3 classes begin</td>
</tr>
<tr>
<td>August 28, Tuesday</td>
<td>Last day to drop a course without a grade</td>
</tr>
<tr>
<td>September 3, Monday</td>
<td>Labor Day Holiday</td>
</tr>
<tr>
<td>September 7, Friday</td>
<td>Fall senior thesis first draft due</td>
</tr>
<tr>
<td>September 20, Thursday</td>
<td>4 week grades due</td>
</tr>
<tr>
<td>September 28, Friday</td>
<td>Fall senior thesis second draft due</td>
</tr>
<tr>
<td>September 28, Friday</td>
<td>Spring senior thesis committee formed</td>
</tr>
<tr>
<td>September 28, Friday</td>
<td>Application for admission to Teacher Education</td>
</tr>
<tr>
<td>Date Range</td>
<td>Event</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>October 8-9, Mon.-Tues.</td>
<td>Fall Break</td>
</tr>
<tr>
<td>October 11, Thursday</td>
<td>Mid-term grades due</td>
</tr>
<tr>
<td>October 12, Friday</td>
<td>Fall A: MBA, RN-BSN term ends</td>
</tr>
<tr>
<td>October 19-21, Fri.-Sun.</td>
<td>Family weekend</td>
</tr>
<tr>
<td>October 22, Monday</td>
<td>Fall B: MBA, RN-BSN classes begin</td>
</tr>
<tr>
<td>October 25, Thursday, 1p.m.</td>
<td>Last day to drop a class</td>
</tr>
<tr>
<td>October 29-November 16</td>
<td>Early registration</td>
</tr>
<tr>
<td>November 9, Friday</td>
<td>Fall senior thesis final draft due</td>
</tr>
<tr>
<td>November 21-23, Wed.-Fri.</td>
<td>Thanksgiving Holiday</td>
</tr>
<tr>
<td>December 7, Friday</td>
<td>Fall B: MBA, RN-BSN term ends</td>
</tr>
<tr>
<td>December 11, Tuesday</td>
<td>Last day of classes; Graduate Education,</td>
</tr>
<tr>
<td></td>
<td>Undergraduate, &amp; VN term ends</td>
</tr>
<tr>
<td>December 13, Thursday, 5p.m.</td>
<td>Baccalaureate Service</td>
</tr>
<tr>
<td>December 14, Friday, 10a.m.</td>
<td>Graduate, Undergraduate and Vocational Nursing</td>
</tr>
<tr>
<td></td>
<td>Commencement</td>
</tr>
<tr>
<td><strong>SPRING TERM 2019</strong></td>
<td></td>
</tr>
<tr>
<td>January 2, Wednesday</td>
<td>Vocational Nursing J1 classes begin</td>
</tr>
<tr>
<td>January 11, Friday</td>
<td>New undergraduate student orientation/late registration</td>
</tr>
<tr>
<td>January 14, Monday</td>
<td>Spring A: MBA, RN-BSN classes begin</td>
</tr>
<tr>
<td>January 14, Monday</td>
<td>Graduate Education and undergraduate classes begin</td>
</tr>
<tr>
<td>January 18, Friday</td>
<td>Last day to add courses and change sections</td>
</tr>
<tr>
<td>January 21, Monday</td>
<td>Martin Luther King Holiday</td>
</tr>
<tr>
<td>January 22, Tuesday</td>
<td>Last day to drop a course without a grade</td>
</tr>
<tr>
<td>February 1, Friday</td>
<td>Spring senior thesis first draft due</td>
</tr>
<tr>
<td>February 14, Thursday</td>
<td>4-week grades due</td>
</tr>
<tr>
<td>February 15, Friday</td>
<td>Application for admission to Teacher Education</td>
</tr>
<tr>
<td>February 15, Friday</td>
<td>Application for admission to Student Teaching</td>
</tr>
<tr>
<td>February 15, Friday</td>
<td>Spring senior thesis second draft due</td>
</tr>
<tr>
<td>February 15, Friday</td>
<td>Fall senior thesis committee formed</td>
</tr>
<tr>
<td>March 1, Friday</td>
<td>Spring A: MBA, RN-BSN term ends</td>
</tr>
<tr>
<td>March 7, Thursday</td>
<td>Mid-term grades due</td>
</tr>
<tr>
<td>March 11-15, Mon.-Fri.</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 11, Monday</td>
<td>Spring B: MBA, RN-BSN classes begin</td>
</tr>
<tr>
<td>March 21, Thurs., 1p.m.</td>
<td>Last day to drop a course</td>
</tr>
<tr>
<td>April 1-18</td>
<td>Early registration</td>
</tr>
<tr>
<td>April 5, Friday</td>
<td>Spring senior thesis final draft due</td>
</tr>
<tr>
<td>April 5-7, Fri.-Sun.</td>
<td>Recall</td>
</tr>
<tr>
<td>April 11, Thursday</td>
<td>Student Academic Achievement Showcase</td>
</tr>
<tr>
<td>April 18, Thursday</td>
<td>VN J1 term ends</td>
</tr>
<tr>
<td>April 19-22, Fri.-Mon.</td>
<td>Easter Holiday</td>
</tr>
<tr>
<td>April 23, Tuesday</td>
<td>VN J2 term begins</td>
</tr>
<tr>
<td>April 26, Friday</td>
<td>Spring B: MBA, RN-BSN term ends</td>
</tr>
<tr>
<td>May 8, Wednesday</td>
<td>Last day of classes; Graduate Education and Undergraduate term ends</td>
</tr>
<tr>
<td>May 10, Friday, 5p.m.</td>
<td>Baccalaureate Service</td>
</tr>
<tr>
<td>May 11, Sat., 10a.m.</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
## TENTATIVE
### ACADEMIC CALENDAR
#### 2019-2020

**SUMMER 2019**
- May 13, Monday: Summer A: MBA, RN-BSN classes begin
- June 3, Monday: Summer I: Graduate Education and undergraduate classes begin
- June 5, Wednesday: Summer I: Last day to add, change or drop a course without a grade
- June 18, Tuesday: Summer I: Last day to drop a course
- June 28, Friday: Summer A: MBA, RN-BSN term ends
- July 5, Monday: Summer II: Graduate Education and undergraduate classes begin
- July 10, Wednesday: Summer II: Last day to add, change or drop a course without a grade
- July 23, Tuesday: Summer II: Last day to drop a course
- August 8, Thursday: Summer B, MBA, RN-BSN classes begin
- August 23, Friday: Summer B: MBA, RN-BSN term ends

**FALL TERM 2019**
- August 11-16, Sun.-Fri.: New student orientation
- August 12-15, Mon.-Thurs.: Faculty In-Service
- August 16, Friday: VN J2 term ends
- August 19, Monday: Graduate Education and undergraduate classes begin
- August 23, Friday: Convocation
- August 26, Monday: Last day to add courses and change sections
- August 27, Tuesday: VN J3 term begins
- September 2, Monday: Last day to drop a course without a grade
- September 2, Monday: Fall A: MBA, RN-BSN classes begin
- September 3, Tuesday: Labor Day Holiday
- September 6, Friday: Fall senior thesis first draft due
- September 19, Thursday: 4-week grades due
- September 27, Friday: Fall senior thesis second draft due
- September 27, Friday: Spring senior thesis committee formed
- September 27, Friday: Application for admission to Teacher Education
- October 10, Thursday: Mid-term grades due
- October 14-15, Mon.-Tues.: Fall Break
- October 18, Friday: Fall A: MBA, RN-BSN term ends
- October 24, Thursday, 1p.m.: Last day to drop a course
- October 28, Monday: Fall B: MBA, RN-BSN classes begin
- October 28-November 15: Early registration
- November 8, Friday: Fall senior thesis final draft due
- November 27-29, Wed.-Fri.: Thanksgiving Holiday
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 10, Tuesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>December 10, Tuesday</td>
<td>Graduate Education, Undergraduate &amp; Vocational Nursing terms end</td>
</tr>
<tr>
<td>December 12, Thursday, 5p.m.</td>
<td>Baccalaureate</td>
</tr>
<tr>
<td>December 13, Friday, 10a.m.</td>
<td>Graduate, Undergraduate &amp; Vocational Nursing Commencement</td>
</tr>
<tr>
<td>December 13, Friday</td>
<td>Fall B: MBA, RN-BSN term ends</td>
</tr>
</tbody>
</table>

**SPRING TERM 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6, Monday</td>
<td>Vocational Nursing J1 term begin</td>
</tr>
<tr>
<td>January 6, Monday</td>
<td>Spring A: MBA, RN-BSN classes begin</td>
</tr>
<tr>
<td>January 10, Friday</td>
<td>New undergraduate student orientation/registration classes begin</td>
</tr>
<tr>
<td>January 13, Monday</td>
<td>Graduate Education and undergraduate classes begin</td>
</tr>
<tr>
<td>January 17, Friday</td>
<td>Last day to add courses and change sections</td>
</tr>
<tr>
<td>January 20, Monday</td>
<td>Martin Luther King Holiday</td>
</tr>
<tr>
<td>January 22, Wednesday</td>
<td>Last day to drop a course without a grade</td>
</tr>
<tr>
<td>February 7, Friday</td>
<td>Spring senior thesis first draft due</td>
</tr>
<tr>
<td>February 13, Thursday</td>
<td>4-week grades due</td>
</tr>
<tr>
<td>February 14, Friday</td>
<td>Application for admission to Teacher Education</td>
</tr>
<tr>
<td>February 14, Friday</td>
<td>Application for admission to Student Teaching</td>
</tr>
<tr>
<td>February 14, Friday</td>
<td>Spring senior thesis second draft due</td>
</tr>
<tr>
<td>February 21, Friday</td>
<td>Fall senior thesis committee formed</td>
</tr>
<tr>
<td>March 2, Monday</td>
<td>Spring B: MBA, RN-BSN classes begin</td>
</tr>
<tr>
<td>March 12, Thursday</td>
<td>Mid-term grades due</td>
</tr>
<tr>
<td>March 16-20, Mon.-Fri.</td>
<td>Spring Break</td>
</tr>
<tr>
<td>March 26, Thursday, 1p.m.</td>
<td>Last day to drop a course</td>
</tr>
<tr>
<td>March 30-April 17</td>
<td>Early registration</td>
</tr>
<tr>
<td>April 3, Friday</td>
<td>Spring senior thesis final draft due</td>
</tr>
<tr>
<td>April 10-13, Fri.-Mon.</td>
<td>Easter Holiday</td>
</tr>
<tr>
<td>April 16, Thursday</td>
<td>Student Academic Achievement Showcase</td>
</tr>
<tr>
<td>April 17, Friday</td>
<td>Spring B: MBA, RN-BSN term ends</td>
</tr>
<tr>
<td>April 17, Friday</td>
<td>VN J1 term ends</td>
</tr>
<tr>
<td>April 20, Monday</td>
<td>VN J2 term begins</td>
</tr>
<tr>
<td>May 6, Wednesday</td>
<td>Last day of classes</td>
</tr>
<tr>
<td>May 6, Wednesday</td>
<td>Graduate and Undergraduate term ends</td>
</tr>
<tr>
<td>May 8, Friday, 5p.m.</td>
<td>Baccalaureate Service</td>
</tr>
<tr>
<td>May 9, Saturday, 10a.m.</td>
<td>Commencement</td>
</tr>
</tbody>
</table>
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 Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4500 for questions about the accreditation of Schreiner University. 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.

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Goals
We will be Known as a Uniquely Texan and Faith-Based Institution Whose Graduates Make a Difference

Texas sits at the intersection of people, cultures, and ideas. It is an exceptionally diverse state with a history of redeeming, restoring, and transforming ordinary individuals into people who achieve the extraordinary. In this way, Schreiner reflects the state out of which it grew. Schreiner will promote its identity as a uniquely Texan institution, cultivating students who are smart and resilient and graduates who have impacted the state in enduring ways. In doing so, Schreiner will differentiate itself in the crowded space of higher education. We will be known as the small college of Texas that believes in the classic Texan virtues of spirit, fortitude, and achievement and produces alumni who embody these virtues.

Among these Texan virtues we cherish is the intention to stand for something. Because of Schreiner’s relationship to the Presbyterian Church (USA), we expect our students, faculty, and staff to articulate individual and shared values. Our church-relatedness also means we engage in service to society and practice whole-person development: mind, body, and spirit. We also are called to live in community with a diverse set of perspectives, scholars, and faith traditions. To that end, we will create an ecumenical campus ministry experience so that all students find opportunities to celebrate their faith traditions and commitments to their communities.

We will Recruit, Retain, and Graduate Students with the Capacity to Thrive

Schreiner University greets guests with these words: Enter with Hope. They indicate that, while conventional metrics inviting students into a campus community—metrics such as high school GPAs and SAT scores—are not irrelevant, they are absolutely insufficient. Students are more than their scores. We will seek out students with the capacity to thrive and cultivate this potential within them. In doing so, we will achieve excellence not simply by recruiting excellent students but by designing an educational environment that leads students to excellence. Using all the tools and knowledge available to us, we will provide our students every opportunity to graduate from Schreiner University.

Having selected students who are the best “fit” at Schreiner, we will work with them and their families to provide an affordable education by deploying financial aid so that Schreiner becomes more affordable—not less affordable—from year to year. At the same time, we will invest in the curricular and co-curricular experiences of students to enrich Schreiner’s value proposition.

We will Provide Students the Experiences, Resiliency, and Wisdom to Lead in their Communities

We will design an educational environment that enables students to grow into the people, professionals, and citizens they want to be and we need them to be. In designing this environment, we will utilize the best thinking in higher education about what matters and transform our learning environments to reflect these practices. As importantly, we will invest in our own research and design laboratory, understanding what matters to our students, in our learning environments, and at each stage of our students’ development.

We also will enable and expect students to be the architects of their learning experiences so that they can manage—in creative and intentional ways—the unscripted world they will face when they graduate. We will do this by launching the Resiliency Project, a program that utilizes advisors, mentors, and coaches who walk alongside students and help them make strategic educational and life choices, manage setbacks, course correct as necessary, and articulate where they are going and why they want to go there. We will incentivize participation in this project by allowing students to earn more financial aid as they participate in the project.

We will Invest in the Delight of the Campus Community and the Growth and Vibrancy of the Hill Country Community.

Our students, faculty, staff, and alumni will connect to each other as a community and constantly re-connect to Schreiner. The Mountaineer family will take shape through the construction of spaces on campus where community-building takes place, and it will take shape through our creation of campus spirit and pride initiatives.

We will work shoulder-to-shoulder with our neighbors to build a sustainable future for the Texas Hill Country by serving as the primary intellectual and cultural resource in this region. We will accelerate the economic and cultural growth of the Hill Country by launching new economic and cultural endeavors and growing and expanding existing endeavors. We will bring Schreiner to the Hill Country’s communities by sharing with students all the resources and opportunities that exist in this region.
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
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 Enrollment Services, Schreiner University, 2100 Memorial Blvd., Kerrville, Texas 78028, or completed at www.schreiner.edu or www.applytexas.org. Questions regarding admission or financial aid should be referred to the Office of Enrollment Services, 1-800-343-4919 or (830) 792-7217, or email questions to admissions@schreiner.edu or finaid@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 Enrollment Services 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.

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 standardized test scores (ACT or SAT), 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 Enrollment Services:

1. A completed Application for Admission and $25 non-refundable application fee (unless waived). Applications are available in the Office of Enrollment Services or may be accessed at:
www.schreiner.edu or www.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 or for the First Year Campuses, 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 homeschooled, transcripts are required to be notarized.

3. Official test scores (Schreiner University accepts either the ACT or SAT scores) from the testing company or recorded on the official high school transcript. 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 school that does not rank, a home-schooled program, or who earn a GED certificate instead of a high school diploma must, 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. Freshman applicants who graduate from any high school or who earn a GED five or more years prior to admission are not required to submit ACT or SAT scores. 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 Enrollment Services:

1. A completed Application for Admission and $25 non-refundable application fee (unless waived). Applications are available in the Office of Enrollment Services or may be accessed at: www.schreiner.edu or 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 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 sciences 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 Enrollment Services to be accepted into the program.

1. Have a 2.5 GPA or higher
2. Have an Associate’s Degree in Nursing from a regionally 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 $50.00 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 Enrollment Services. 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 encouraging to pay the $200 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 or www.applytexas.org. An essay or comprehensive personal statement is required.

2. A certified official copy of high school and/or college/university transcripts with each course completed and grade earned. The official copies must be translated into English. International applicants may be required to submit a detailed evaluation of their foreign coursework. Reputable companies, such as Foreign Credentials Service of America (www.fcsa.biz), offer such services. The credentials evaluation service must send the evaluation report directly to Schreiner University.

3. Demonstrated English language proficiency (both oral and written). For students from non-English speaking countries, SAT and/or TOEFL or IELTS scores must be provided. (Official SAT scores required to be considered for merit scholarship). A minimum TOEFL score of 550 (paper) or 79 (internet) or a minimum IELTS score of 6.5 is required.

4. Transfer students with less than 15 hours transferable college credits must also submit SAT and/or TOEFL or IELTS scores.

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.

After the applicant is admitted, tuition for the first academic year (in U.S. funds), payable and on deposit to Schreiner University, must be received before the University Registrar may issue the Certification of Eligibility to Enroll form (I-20) to the student. 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) in the amount of $200 directly to the U.S. Immigration and Customs Enforcement agency. More information may be obtained from this web site: https://www.fmjfee.com/i901fee/. Current information regarding tuition, fees, room and board, and other costs are posted on our web site at 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.

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 Enrollment Services 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 Enrollment Services.

Audit: A student who wants to attend part-time to audit classes (no credit awarded) may be admitted as a 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 Enrollment Services. 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.

GREYSTONE PREPARATORY ACADEMY

Students interested in pursuing an education within the military academies in the future are eligible to apply to the one year Greystone Preparatory Academy, partnered with Schreiner University. Students who apply must meet Schreiner University freshman admission requirements and will then be reviewed by the Greystone admissions committee. The Greyston Preparatory Academy is a non-degree seeking program and students are not eligible to receive federal student aid. A student must submit the following items in order to be considered for admission.

1. A completed Application for Admission and $25 non-refundable application fee (unless waived). Applications are available at [www.schreiner.edu](http://www.schreiner.edu). An essay and resume are required in order to complete a student’s application file.

2. A official high school transcript from an accredited high school showing cumulative grade-point-average and current rank in class from the student’s seventh semester.

3. Official test scores (Schreiner University accepts either the ACT or SAT scores) from the testing company or recorded on the official high school transcript. Students who opt to take the SAT should have all scores sent to Schreiner (Schreiner does not participate in score choice.)

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 22 composite, or SAT 1130. The maximum number of credit hours that a
A student may enroll in 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 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. Have access to the Internet
7. Complete a formal interview
8. Submit three (3) letters of recommendation.
9. Individuals pursuing teacher certification must select content/specialization areas currently offered at Schreiner University
10. Students for Teacher Certification must submit all official transcripts.
   - Note: A maximum of 6 semester hours may be transferred.
   - Applicants not meeting the above requirements may be admitted on provisional status.
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. Send final **Official** transcript with degree date and final GPA
5. Have a 3.50 GPA or better in all master work
6. Hold a valid and current teaching certificate
7. Have verification of two years teaching experience in an accredited EC-12 school
8. Submit three letters of recommendation from current school administrators
9. Have access to the Internet
10. 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 a regionally 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 5300/5304 as the first course.
    • Note: A maximum of 9 semester hours may be transferred

Applications 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)
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 Enrollment Services. These forms may be obtained from the Office of Enrollment Services or online at www.schreiner.edu or 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. ACT or SAT—ACT and SAT scores are used for possible merit scholarships.
4. An essay detailing their interest in Schreiner and their educational background.
5. 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.
6. 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.
7. Documentation from a qualified professional indicating a diagnosis of dyslexia, attention deficit disorder, or specific learning disability in reading, mathematics or written expression.
8. 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.

DEADLINE: All required documents must be received by April 1 preceding the Fall Term.

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 Accounting 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 and Financial Aid.

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. Required assessment of Math and English. If college math and English have not been taken, the SAT, ACT, THEA (formally TASP), or ACCUPLACER may be submitted.

7. 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.

8. 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 complete the entrance examination and have all of the following paperwork submitted to the Director of the BSN program prior to the February 1st deadline to be eligible for admission to the BSN 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 Enrollment Services.

2. Completed application for Schreiner University BSN Program with the application fee mailed or delivered to: Director of BSN Program, Schreiner University BSN Department, CMB 6241, Kerrville, Texas 78028.

3. Completed ATI TEAS V entrance examination.

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 a predetermined number of students, which will be 30 students for each of the first two years the program is operating. Acceptance is primarily based on academic performance. However, the applicant’s overall academic record, essay, letters of recommendation, history of community service and individual background are all considered in admission decisions.
Criteria include:

1. ATI TEAS entrance exam text results with a minimum score of 75.
2. A minimum grade of B in all prerequisite science & mathematics work.

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 the acceptance letter that the student will be expected to fulfill by the stated deadlines.

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)
Financial Information
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 Term per credit hour charge: $200
- Fall or Spring Term: $12,995

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: $1,111

Vocational Nursing Program

(47 credit hour Program): $11,535

RN-BSN program, per credit hour

- Non-nursing: $450
- Partner hospital nursing classes: $323
- Non-partner hospital nursing classes: $323

Graduate

- Master of Education - per credit hour: $517
- Master of Business Administration - per credit hour: $632
- Principal Certification program - per credit hour: $571

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 & older) per credit hour charge: $50
- Co-enrolled per credit hour charge (not summer): $155
- Early enrollment per credit hour: $463
- Challenge per credit hour charge: 1/6 of the regular tuition charge

FEES

ROOM CHARGES

Central campus residential facilities charges are:

- Delaney Hall—double (per semester): $2,578
- Delaney Hall—single (per semester): $3,227
- Faulkner Hall—double (per semester): $3,327
- Faulkner Hall—single (per semester): $4,391
- Flato & LA Residence Hall—double (per semester): $2,893
- Flato & LA Residence Hall—single (per semester): $3,532
- Trull Residence Hall—double (per semester): $2,916
- Trull Residence Hall—single (per semester): $3,649
### Pecan Grove Residential Complex Charges

- **Fall or Spring Term—Single Efficiency (per semester)**: $4,674
- **Fall or Spring Term—Double Efficiency (per semester)**: $2,954
- **Fall or Spring Term—2 Bedroom/2 Bath (per semester)**: $3,840
- **Fall or Spring Term—4 Bedroom/2 Bath (per semester)**: $3,188

### The Oaks Residential Complex

- **(per semester)**: $3,567

### Dining Charges

<table>
<thead>
<tr>
<th>Plan Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unlimited Access plan w/$50 Monty Bucks (per semester)</td>
<td>$2,676</td>
</tr>
<tr>
<td>Capt. Schreiner - 15 meal plan per week w/$225 Monty Bucks (per semester)</td>
<td>$2,676</td>
</tr>
<tr>
<td>Mountaineer - 14 meal plan per week w/$50 Monty Bucks (per semester)</td>
<td>$2,194</td>
</tr>
<tr>
<td>Hill Country - 5 meal plan per week w/$300 Monty Bucks (per semester)</td>
<td>$1,270</td>
</tr>
<tr>
<td>Declining balance (per semester)</td>
<td>$1,082.50</td>
</tr>
<tr>
<td>Declining balance (per semester)</td>
<td>$812</td>
</tr>
<tr>
<td>Commuter Plan (per semester)</td>
<td>$324.75</td>
</tr>
</tbody>
</table>

Applicable sales tax will be added to dining charges.

### Other Fees

- **Art Studio Supplies and Science Lab Fee range**: $65
- **Learning Support Services**
  - **Fall or Spring — First Year (per semester)**: $3,780
  - **Fall or Spring — Subsequent Years (per semester)**: $2,835
- **Music Lab Fee**
  - Per 1/2 hour lesson (except MUSC 1104 - $200): $230
  - Per 1 hour lesson (except MUSC 3104 - $400): $450
- **Schreiner Experience Fee (per academic year)**
  - Full-time: $1,000
  - Part-time (9-11): $750
  - 1/2 time (6-8): $500
  - 5 hours or less: $500
  - Summer (per session): $120
- **Student Services Fee**
  - Fall or Spring, full-time: $200
  - Fall or Spring, part-time: $75
- **Technology Fees (Undergraduate VN, MED) per term**
  - Fall or Spring, full-time: $200
  - Fall or Spring, part-time: $110
  - MBA (per session): $95
  - Summer (each session): $40
- **Application**: $25
- **BSN Application Fee**: $50
- **BSN Clinical (per semester)**: $925
- **Late Payment (per month)**: $50
- **Orientation (entering students)**
  - Freshman: $125
  - Transfer/non-traditional: $65
  - RN-BSN Application Fee: $50
  - RN-BSN Program Fee (per semester): $95
  - Return Check (each): $50
Schreiner University tuition and fees are subject to change for the 2019-2020 academic year.

COMMITTMENT FEE
A Commitment Fee is assessed to all new students:
Undergraduate (Resident & Commuter) ........................................ $200
These fees are nonrefundable. No housing applications will be processed until the Commitment Fee is on file in the Accounting Services Office.

DAMAGE DEPOSIT
Resident .............................................................................. $300
A damage deposit 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, the student must restore the deposit before June 15 of each year. Deposits will be applied to any outstanding balance after the student has completed the official withdrawal process from the University. Deposits less any damage charges will be refunded upon written request from the student within 60 days of the last date of enrollment. Forfeited damage deposits will become the property of Schreiner University.

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 each term.

PAYMENT PLANS
The Interest-Free Monthly Payment Plan
The Schreiner University Interest-Free Monthly Payment Plan administered by Tuition Management Systems is recommended to help budget for the payment of educational expenses and limit debt.

The plan allows students to spread the annual balance out over 12 interest-free monthly payments per year or 5 or 4 payments per semester for a small enrollment fee, which includes Education Payment Life Insurance. The insurance benefit provides payment for the remaining balance in the event of the death of the bill payer.

Benefits of the Schreiner University Interest-Free Monthly Payment Plan include:
• No Interest associated with plan, helping limit debt and maximize savings
• Toll-free top-rated telephone service during extended personal service hours at 1-800-722-4867
• Affordability Counseling with friendly and professional Education Payment Partners
• A wide variety of payment methods including personal checks, money orders, credit cards and automated payments from checking or savings account
• 24-hour access to account information at www.afford.com

Payment Plan Enrollment for the Fall semester plans begin May 1st, June 1st, July 1st, and Spring semester payment plan enrollment begins Nov. 1st.

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. Feel free to contact Tuition Management Systems for Affordability Counseling at 1-800-722-4867 from 8 a.m. to 10 p.m. weekdays, and 9 a.m. to 3 p.m. on Saturdays.

CREDIT CARD POLICY
• Schreiner will accept cash, check, electronic check, MasterCard, Discover, American Express, and VISA.
• All credit and debit card payments for tuition, fees and room/board will be subject to a 2.75% convenience fee.
• There are no fee charges for electronic checks.
• All credit card payments must be made on-line. The Accounting Services Office will no longer accept credit card or debit card payments in person or by telephone.

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

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 Accounting Services Office may be denied any or all University services.

Grades, transcripts and diplomas will be withheld for students owing any balance to the University. Finance charges of $30 per month will accrue on any past due balances. 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 co-maker 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.

Refund of room charges and meal plans will be pro-rated to the 12th class day for students
withdrawing from the university.

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Before classes</th>
<th>First week minus points/declining balance dollars used</th>
<th>Second week minus points/declining balance dollars used</th>
<th>Third week minus points/declining balance dollars used</th>
<th>Fourth week minus points/declining balance dollars used</th>
<th>After fourth week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall / Spring</td>
<td>100 percent</td>
<td>100 percent</td>
<td>75 percent</td>
<td>50 percent</td>
<td>25 percent</td>
<td>0 percent</td>
</tr>
<tr>
<td>Summer, MBA, RN-BSN</td>
<td>100 percent</td>
<td>50 percent</td>
<td>25 percent</td>
<td>0 percent</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students who withdraw from the LSS program will be refunded a portion of the LSS fee based
on the percent indicated above for Fall/Spring. There will be no refunds of LSS fees after the
fourth week.

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.

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 Accounting 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 Accounting 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.fafsa.ed.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 (EFC) 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 EFC. 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 & 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.

<table>
<thead>
<tr>
<th>Cost of Attendance for the Academic Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time Residential Undergraduate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Direct Costs:</th>
<th>$41,200</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition &amp; fees</td>
<td>$27,960</td>
</tr>
<tr>
<td>Room &amp; Board</td>
<td>$12,006</td>
</tr>
<tr>
<td>Double Occupancy Residence Hall</td>
<td></td>
</tr>
<tr>
<td>Meal plan / 8.25% sales tax not included</td>
<td></td>
</tr>
<tr>
<td>Supplies</td>
<td>$100</td>
</tr>
<tr>
<td>Transportation</td>
<td>$600</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$1,000</td>
</tr>
<tr>
<td>Total</td>
<td>$1,600</td>
</tr>
</tbody>
</table>

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 Aid, 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 EFC 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 EFC is applied to a Pell Payment Chart supplied by the U.S. Department of Education. Awards range from $400 - $6,095.

2. Federal Supplemental Educational Opportunity Grant (FSEOG)–Students must demonstrate high financial need. Awards range from $100 - $4,000. 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 Stafford 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 Enrollment Services.
<table>
<thead>
<tr>
<th></th>
<th>Maximum Subsidized Amount</th>
<th>Maximum Unsubsidized Amount</th>
<th>Maximum Federal Perkins Loan Amount</th>
<th>Maximum Direct Graduate PLUS Loan Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dependent Undergraduate Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman Year</td>
<td>$3,500</td>
<td>$5,500</td>
<td>$5,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>$4,500</td>
<td>$6,500</td>
<td>$5,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Junior &amp; Senior Years (&amp; Later)</td>
<td>$5,500</td>
<td>$7,500</td>
<td>$5,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Cumulative Borrowing Limit</td>
<td>$23,000</td>
<td>$31,000</td>
<td>$27,500</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Independent Undergraduates and Dependent Undergraduates Whose Parents Are Denied a Parent PLUS Loan</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freshman Year</td>
<td>$3,500</td>
<td>$9,500</td>
<td>$5,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Sophomore Year</td>
<td>$4,500</td>
<td>$10,500</td>
<td>$5,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Junior &amp; Senior Years (&amp; Later)</td>
<td>$5,500</td>
<td>$12,500</td>
<td>$5,500</td>
<td>N/A</td>
</tr>
<tr>
<td>Cumulative Borrowing Limit</td>
<td>$23,000</td>
<td>$57,500</td>
<td>$27,500</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Graduate Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Aid Award Year</td>
<td>N/A</td>
<td>$20,500</td>
<td>$8,000</td>
<td>Cost of Attendance minus other aid received</td>
</tr>
<tr>
<td>Cumulative Borrowing Limit (including Undergraduate Loans)</td>
<td>$65,500</td>
<td>$138,500</td>
<td>$60,00</td>
<td></td>
</tr>
</tbody>
</table>

*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 awarded to 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: Trustees, Presidential, Deans, and Mountaineer. 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 3.0 cumulative grade point average (Trustee and Presidential only) or satisfactory academic progress (all other merit awards). 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.

3. Judy Ferguson Presbyterian Heritage Grant—Presbyterian students can be nominated by Presbyterian pastors to receive $1,000 per year applicable toward tuition at
Schreiner University. This scholarship in combination with any other tuition specific scholarships may not exceed the amount of tuition charged in any given year.

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. Art Scholarship—Art Scholarships are awarded to Communication Design majors who exhibit outstanding creativity and passion for their major. Evaluations are made by observing creative concepts, formal composition, use of materials, technical ability, quality of presentation and professionalism. This scholarship in combination with any other tuition specific scholarships may not exceed the amount of tuition charged in any given year.

3. 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.

4. Choir Scholarship—Any Schreiner University student in good standing or any new student is eligible to apply. The applicant must be enrolled in the choir and be present at rehearsals and all choir performances. Students may contact the Music Department for application information.

5. 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.

6. Liberal Arts Scholarship—Students who major in Communication Studies, History, English, Political Science, Psychology, or Religion are eligible to apply. This scholarship in combination with any other tuition specific scholarships may not exceed the amount of tuition charged in any given year. Applications for research projects within the School of Liberal Arts are released each spring for the following year.

7. Orchestra Scholarship—Any Schreiner University student is eligible to apply for this scholarship. The applicant must be enrolled in the orchestra and be present at rehearsals and all orchestra performances. The student must have sufficient expertise in performance on one of the traditional orchestral instruments to be able to perform. Students may contact the Music Department for application information. An audition is required.

8. Mountaineer Mentor Scholarship—Students who participate in the Peer Advisor Program are eligible to receive up to $550 in this scholarship. 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.

9. Professional Studies Scholarship—Students majoring in Accounting, Business,
Finance, Management, Marketing, Multidisciplinary Studies, and Teacher
Certification are eligible to apply. This scholarship in combination with any other
tuition specific scholarships may not exceed the amount of tuition charged in any
given year. Applications for research projects within the School of Professional
Studies are released each spring for the following year.

10. 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 scholar-
ships are awarded for room and board and vary with the resident assistant assign-
ment.

11. Science/Mathematics Scholarship—Students majoring in Biology, Biochemistry,
Chemistry, Mathematics, Exercise Science, or Sport Management are eligible to
apply. This scholarship in combination with any other tuition specific scholarships
may not exceed the amount of tuition charged in any given year. Applications for
research projects within the Schools of Sciences and Mathematics are released each
spring for the following year.

12. Hatton W. Sumners Leadership Grant—A limited number of these four-semester
scholarships are awarded each year to rising juniors demonstrating academic excel-
lence 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 inter-
views. These grants are awarded at $7,000 for both 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.

13. Theatre Scholarship—Applicants must be full-time Schreiner University students
with at least a 2.0 cumulative grade point average and maintain satisfactory academ-
ic progress as outlined in the Schreiner Catalog. The student must remain in good
academic standing, declare a theatre major or minor with an official signed degree
plan, and be continuously enrolled at Schreiner University. The applicant must be
enrolled in a theatre class each term, participate actively in the theatre department
including one major production and two First Monday productions each semester,
and make a good faith effort to attend each show presented. A letter of intent to the
Theatre Director informing him/her of past theatre work and/or the intentions of
working at Schreiner will need to be turned in by the student. There will be an inter-
view by the Director of Theatre. The student must understand that he/she is not being
paid to act in the play; rather, encouraged to work on all aspects of theatre.

VETERANS EDUCATIONAL BENEFITS

All veterans of the U.S. Armed Forces may qualify for Veterans Educational Benefits while
attending Schreiner University. The Post 9-11 GI Bill and Vocational Rehabilitation Chapter
will fund eligible tuition and fees directly to Schreiner University, all other chapters and ben-
efits 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 participate in the Hazelwood Act; this program is designated for Texas public institutions. For more information, contact the Office of Enrollment Services. Members of the Texas National Guard may qualify for the Texas National Guard Tuition Assistance Program. For more info: https://tmd.texas.gov/state-tuition-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.

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 75% 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 grade point average (GPA) as follows:

<table>
<thead>
<tr>
<th>Completed Hours</th>
<th>Minimum GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-23 Hours</td>
<td>1.75</td>
</tr>
<tr>
<td>24 + Hours</td>
<td>2.0</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Length of Attendance</th>
<th>Full-Time Student</th>
<th>3/4 Time Student</th>
<th>1/2 Time Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Semesters</td>
<td>24</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>4 Semesters</td>
<td>49</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>6 Semesters</td>
<td>75</td>
<td>56</td>
<td>37</td>
</tr>
<tr>
<td>8 Semesters</td>
<td>102</td>
<td>76</td>
<td>51</td>
</tr>
<tr>
<td>10 Semesters</td>
<td>Graduate</td>
<td>94</td>
<td>63</td>
</tr>
<tr>
<td>12 Semesters</td>
<td>112</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>14 Semesters</td>
<td>118</td>
<td></td>
<td>88</td>
</tr>
<tr>
<td>15 Semesters</td>
<td>Graduate</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>16 Semesters</td>
<td></td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>18 Semesters</td>
<td></td>
<td>116</td>
<td></td>
</tr>
<tr>
<td>20 Semesters</td>
<td></td>
<td>Graduate</td>
<td></td>
</tr>
</tbody>
</table>

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 Aid.
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 Enrollment 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 finan-
cial 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. A request to verify enrollment may not be initiated by FAX.

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 balanced 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 Aid 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.
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.fafsa.ed.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 Enrollment Services.
STUDENT SERVICES AND FACILITIES

ATHLETICS FACILITIES

Athletics facilities are for the entire student body. The objective of the University is to involve as many students as possible in the athletics program and in use of athletics facilities. The facilities are either operated by Campus Recreation or Athletics and, in some cases, both. Athletics has the Schreiner University Athletic and Event Center and Edington Center for basketball/volleyball courts. The George and Frances Cree Tennis Complex has eight lighted courts. Schreiner also has a baseball field and lighted softball field as well as a soccer game field and practice field.

BOOKSTORE

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

CAILLOUX CAMPUS ACTIVITY CENTER

The Cailloux Campus Activity Center is the “living room” of the campus and is open extended hours for use by students, staff and faculty. The C.C.A.C. houses a snack/sports bar, bookstore, mail center, conference center and administrative offices for Student Services, Career Development and Registrar.

CAMPUS RECREATION

Campus Recreation located in the Mountaineer 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, Outdoor adventures, Open Rec, Special events, Club Sports, Mountaineer Adventure Program, Challenge Course, Swimming Pool.

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.

CAREER DEVELOPMENT

The Career Development Office assists students with career exploration, self-assessment, job readiness, and 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.
CENTER FOR TEACHING AND LEARNING
STUDENT ACADEMIC SUPPORT CENTER—DICKEY HALL (1ST FLOOR)

Peer Tutoring Lab—Dickey Hall 103
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—Dickey Hall 106
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 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. Details are available at the Center for Teaching and Learning.

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 Campus Minister.

COUNSELING AND GUIDANCE
Academic and personal counseling are provided as a service of the University. The Director of Counseling Services is a professionally certified counselor and is available during regular work hours, as well as during after hours emergencies. A campus minister is also available on campus for counseling and support.

Faculty advisors, under the supervision of the Vice President for Academic Affairs, assist students in determining majors and planning their educational programs and goals. The Director of Career Development also serves as a resource for career planning.

HEALTH, WELLNESS AND COUNSELING SERVICES
A registered nurse is available in the Health, Wellness Center for assessment of minor illness or injury and referral as necessary from 9:00 a.m. to 5:00 p.m., Monday - Friday. Services within the Counseling Center are free and confidential for all students regardless of insurance coverage. Health guidance, education, literature and presentations are available on request.
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. A Licensed Professional Counselor is available to students for mental health counseling or for referrals to local mental health professionals. Please see “COUNSELING AND GUIDANCE” for additional information.

HEALTH INSURANCE
Accident and Sickness Insurance is mandatory for all athletes, international and nursing students. Please visit the Health and Wellness webpage at http://students.schreiner.edu/health/ for additional information.

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 and to provide updated information to Health and Wellness services at any time when it changes.

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, Health and Wellness, Athletic Training, and Athletic Offices are located in the Mountaineer 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 Transitional Orientation. Mountaineer Days is our mandatory orientation program for all new freshman students and all new transfer students with 15 or fewer credit hours. (A parent orientation is also available during this program.) Our Transitional Orientation program is available for all new transfers with 16 or more hours and/or new students that do not follow the path directly from high school to college.

STUDENT SERVICES OFFICE

The Dean of Students oversees the Student Services areas which include the offices and staffs of Counseling Services, Campus Recreation, Greek Life, Health and Wellness, Orientation, Student Activity Center, Residence Life and Student Activities. 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 753 students. Facilities are air-conditioned and have cable television service in the individual rooms. Furnishings include a desk, single bed, dresser, chair, and closet facilities. Most mattresses are twin, extra-long. The apartments also contain living room furnishings and a kitchen.

All campus living areas have wireless access to Internet services. Wireless network devices are available on loan. Current details are always available on the Instructional Technology website at http://tech.schreiner.edu/technology/instructional/it_home.html.

The freshmen residence halls close 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. First year students classified as freshmen are required to live in the residence halls. Upper class students may select a space in the residence halls or the apartments, depending on availability.

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.

Students who reside in college 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 class standing.

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 an agreement 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 resident students must complete a Housing Agreement and are expected to follow the rules and regulations as set out in the Student Handbook or as amended by the Dean of Students.

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 is an integral part of 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 opportunity of the participation 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 men in baseball, basketball, cross-country, golf, soccer, tennis and for women in basketball, cross-country, golf, soccer, softball, tennis and volleyball. The University competes in the Southern Collegiate Athletic 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 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 activities are conducted as an integral part of the student-athlete’s educational experience. They also seek to establish and maintain an environment that values cultural diversity and gender equity among their student-athletes and athletics staff.

To achieve this end, Division III institutions:

(a) Place special importance on the impact of athletics on the participants rather than on the spectators and place greater emphasis on the internal constituency (students, alumni, institutional personnel) than on the general public and its entertainment needs;

(b) Award no athletically related financial aid to any student;

(c) Encourage the development of sportsmanship and positive societal attitudes in all constituents, including student-athletes, coaches, administrative personnel and spectators;

(d) Encourage participation by maximizing the number and variety of athletics opportunities for their students;

(e) Assure that the actions of coaches and administrators exhibit fairness, openness and honesty in their relationships with student-athletes;

(f) Assure that athletics participants are not treated differently from other members of the student body;

(g) 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;

(h) Provide equitable athletics opportunities for males and females and give equal emphasis to men’s and women’s sports;

(i) Support ethnic and gender diversity for all constituents; (Adopted: 1/12/99)

(j) Give primary emphasis to regional in-season competition and conference championships; and

(k) 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.

GREEK LIFE

Schreiner University supports a Greek 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 Greek Life.
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 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.

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.

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.
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 Life organizations, and special interest groups. The University encourages student participation in club activities of personal interest.

SERVICE LEARNING

The Schreiner Service Council 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 Campus 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 tournaments, live band performances, speakers, dances, and a multitude of other student centered social and educational activities. Volunteer opportunities and internships 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 SENATE

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 it serve on numerous committees including Academic Services, Admission, Faculty Search and Selection, Financial Aid, Library, and Student Services. Executive officers represent the student body at Board of Trustees functions and other University events.
Academics
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 also 2 five-week 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 pro-
gram.

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:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
<th>Hours</th>
<th>GPA x Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>B (3 hrs)</td>
<td>3 g.p. x 3 hrs = 3</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>C (3 hrs)</td>
<td>2 g.p. x 3 hrs = 6</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>C (3 hrs)</td>
<td>2 g.p. x 3 hrs = 6</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>B (4 hrs)</td>
<td>3 g.p. x 4 hrs = 12</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>A (1 hr)</td>
<td>4 g.p. x 1 hr = 4</td>
<td></td>
</tr>
</tbody>
</table>

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 and Spring 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 - Summa Cum Laude
3.75 - Magna Cum Laude
3.50 - Cum Laude

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 pro-
gram at least the last four (4) consecutive long terms.

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ACADEMIC GOOD STANDING

To remain in academic good standing and avoid academic probation, a student must have the following minimum cumulative grade point average on work at Schreiner University: 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.

<table>
<thead>
<tr>
<th>Classification*</th>
<th>Schreiner Cumulative Grade Point Average**</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-23 hours</td>
<td>1.75 GPA</td>
</tr>
<tr>
<td>24 hours and above</td>
<td>2.0 GPA</td>
</tr>
</tbody>
</table>

* Classification includes a total of all work at Schreiner University and all hours transferred and accepted for credit.

** Schreiner Cumulative Grade Point Average is the grade point average calculated on work completed at Schreiner University.

SCHEDULE FOR SUFFICIENT ACADEMIC PROGRESS

<table>
<thead>
<tr>
<th>Length of Attendance</th>
<th>Minimum Credit Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semesters as Full-Time Student</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
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<tr>
<td>4</td>
<td>49</td>
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<td>5</td>
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<td>6</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>89</td>
</tr>
<tr>
<td>8</td>
<td>102</td>
</tr>
<tr>
<td>9</td>
<td>111</td>
</tr>
</tbody>
</table>

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 in the scale 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 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 & 1402
4. Intermediate II: placement in SPAN 2304, credit for SPAN 1401, 1402 & 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 the Program Coordinator for Spanish. To confirm your sign-up for a particular exam date, email the Program Coordinator 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.

CODE OF ACADEMIC CONDUCT

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 degrees and to assist students in developing standards and attitudes appropriate to academic life.

A. 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. 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 regrading; 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 not 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, 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’ 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 Record 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.

B. 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.
• Be a leader and a mentor to their peers.
• 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.

C. 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 Dean of the School in which the reporting faculty member resides, who will immediately inform the VPAA of the appeal. The Dean will then, in writing and within 5 business days, report to the student, the faculty member, and the VPAA a decision on the finding of misconduct. If the Dean 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 Dean’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 writ-
ing, 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 of 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 an academic 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 advisor refers 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 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 dropped from a student’s schedule when official procedures are followed will be reflected by a W. After the
stated date, courses may not be dropped. Check the University calendar regarding the last date
to drop a course. Official procedures for schedule changes and dropping courses may be
secured from the Registrar’s Office. All course changes and drops 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 stu-
dent’s ability to perform academically. Additionally, medical documentation must be submit-
ted 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 servic-
es are rendered.

TRANSCRIPT OF RECORD

Only on the student’s signed, written request will transcripts of credits be provided. A tran-
script request will not be approved if the student’s financial account with the University is
delinquent. Official transcripts of credits will be sent directly to designated persons or agen-
cies. There is a transcript fee of $10.00 per transcript. Requests should not be made by FAX.

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 identi-
   fies 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 enti-
   tle 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 con-
sent 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 informa-
tion 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 educa-
tional 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 per-
sonnel 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 educa-
tion 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 pur-
poses. In this case, the parent must provide an IRS Tax transcript each time the par-
ent 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 education-
al 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 rec-
  ognized 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 stu-
  dent.

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 educa-
tional records to a parent/guardian/other:
• The name of the person and that person’s relationship to the student;
• The scope of access being grated 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 pur-
pose 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 commit-
ment 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**

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 of which may also be counted toward the student’s degree requirements and up to six hours of which may be satisfied by transfer credit.

**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.
Candidates who major in Business 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, each Bachelor of Business Administration student may 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 Coordinator 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.

* Conference Courses—these are courses listed in the catalog but not on the schedule. These courses may be offered upon request in order for a student to fulfill requirements that they are unable to fulfill with the regular course rotation. Under exceptional circumstances an after consultation with the faculty member who regularly teaches the course, a student may request such a course by submitting a completed conference course request form signed by the faculty member teaching the course, the student, student’s advisor, department chair, dean, and the VPAA. All work must be completed within the semester of enrollment.
DEGREES AND CERTIFICATES

Schreiner University awards two masters degrees: Master of Education (M.Ed.), Master of Business Administration (M.B.A.); six baccalaureate degrees: Bachelor of Arts (B.A.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of General Studies (B.G.S.), Bachelor of Science (B.S.) and Bachelor of Science in Nursing (BSN); 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

Thirty-six (36) semester hours of credit as prescribed in:
- Block A—Instructional Leadership
- Block B—Curriculum and Instruction
- Block C—Organizational Leadership
Teacher Certification

Six (6) semester hours in a one-year internship or 14 weeks student teaching.

Principal Certification

Eighteen (18) semester hours of credit in:
  Block D—Strategic Leadership

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.

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 with the exception of the Engineering Program’s Bachelor of General Studies in Applied Science. Twelve (12) of these 30 must be upper-level courses.

The Baccalaureate Core:

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; 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.

<table>
<thead>
<tr>
<th>Bachelor of Arts</th>
<th>Core Hours</th>
<th>Collateral Hours</th>
<th>Major Hours</th>
<th>Elective Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts Management and Administration</td>
<td>33</td>
<td>35</td>
<td>24</td>
<td>28</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>33</td>
<td>45</td>
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</tr>
<tr>
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<tr>
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<tr>
<td>Chemistry</td>
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<td>32</td>
<td>26</td>
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<tr>
<td>Communication Studies</td>
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<td>33</td>
<td>36</td>
</tr>
<tr>
<td>English</td>
<td>33</td>
<td>32</td>
<td>33</td>
<td>22</td>
</tr>
<tr>
<td>General Studies</td>
<td>33</td>
<td>33</td>
<td>24</td>
<td>30</td>
</tr>
<tr>
<td>History</td>
<td>33</td>
<td>21</td>
<td>30</td>
<td>36</td>
</tr>
<tr>
<td>Mathematics</td>
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<td>Multidisciplinary Studies, Engl/LA 4-8</td>
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<td>Theatre</td>
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</table>

**Bachelor of Business Administration**

| Accounting | 33 | 33 | 48 | 6 |
| Finance | 33 | 30 | 39 | 18 |
| Management | 33 | 30 | 39 | 18 |
| Marketing | 33 | 30 | 42 | 15 |

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.

<table>
<thead>
<tr>
<th>Bachelor of Fine Arts</th>
<th>Core Hours</th>
<th>Collateral Hours</th>
<th>Major Hours</th>
<th>Elective Hours</th>
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<td>Communication Design</td>
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<th>Bachelor of General Studies</th>
<th>Core Hours</th>
<th>Collateral Hours</th>
<th>Major Hours</th>
<th>Elective Hours</th>
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<td>Bachelor of General Studies</td>
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<th>Major Hours</th>
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<td>Biochemistry</td>
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<td>Biology: Cellular track</td>
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<td>Biology: Environmental track</td>
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<td>Chemistry</td>
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<td>Computer Info. Tech: Cyber track</td>
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<td>Computer Info. Tech: Programming track</td>
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<td>Exercise Science: Fitness/Wellness track</td>
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<td>Exercise Science: Pre-professional track</td>
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<td>Mathematics</td>
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<th>Bachelor of Science in Nursing</th>
<th>Core Hours</th>
<th>Collateral Hours</th>
<th>Major Hours</th>
<th>Elective Hours</th>
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<td>33</td>
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</table>

The university's only online baccalaureate program, the RN-BSN program, has the same expectations for completions 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 Communication Design, Exercise Science and Music for all-level.

Interdisciplinary Minors (see as listed alphabetically under Areas of Instruction).

<table>
<thead>
<tr>
<th>European Studies</th>
<th>Global Studies</th>
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<tr>
<td>Medical Humanities</td>
<td>Spanish &amp; Latin American Studies</td>
</tr>
<tr>
<td>Sport Communication</td>
<td>Texas Studies</td>
</tr>
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</table>

Summary of hours required for other degrees

| Master of Education         | 36 |
| Master of Business Administration | 36 |
| Principal Certification     | 18 |
| Vocation Nursing Certificate| 47 |
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

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

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

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
BIOLOGY
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/BIOCHEMISTRY
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

- 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
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 & written communications, computer literacy, empirical research skills, critical thinking decision-making, organizing & planning skills, and analytical concepts in confronting and adapting to competition.
  - Institutional SLO: Communication.
EDUCATION - TEACHER EDUCATION

Candidates will be prepared to:

• Demonstrate proficient content knowledge in their field by passing the TExES content with mastery in all required subject domains.
  º Institutional SLO: Analytical Abilities.

• Demonstrate knowledge of pedagogical skills and strategies by passing the TExES PPR exam with mastery in all required domains.
  º 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.
  º 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.
  º Institutional SLO: Engagement.

ENGLISH

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

Students will:

• Matriculate successfully into an ABET accredited engineering program at a 4-year university.

• Develop the foundational skills in mathematics and engineering mechanics necessary for success in an Engineering program.

• Demonstrate technical proficiency with engineering software including Matlab and AutoCAD.

• Work in a team to solve project-based engineering design problems and deliver their results in an organized, technical presentation.

EXERCISE SCIENCE

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

• Demonstrate the ability to apply and employ discipline-specific knowledge, technologies, and resources.
  º 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 SLO: 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

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

• Employ financial skills and financial analysis by successful 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 & 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

• 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

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 & relationships) and the four ethical tenets (trust, fairness, compliance, & respect for others).
  - Institutional SLO: Personal and Social Responsibility.
- Exhibit teamwork, oral & written communications, computer literacy, empirical research skills, critical thinking decision-making, organizing & planning skills, and analytical concepts in confronting and adapting to competition.
  - Institutional SLO: Communication.

MARKETING

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 & relationships) and the four ethical tenets (trust, fairness, compliance & respect for others).
  - Institutional SLO: Personal and Social Responsibility.
- Exhibit teamwork, oral & written communication, computer literacy, empirical research skills, critical thinking decision-making, organizing & planning skills, and analytical concepts in confronting and adapting to competition.
  - Institutional SLO: Communication.

MATHEMATICS

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

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

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

• 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
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
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 & Resource Use, Personal and Social Responsibility, Global Perspective.
  • Identify the role that public health plays in disaster prevention and management.
    ° Institutional SLOs: Skill & 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 & Resource Use, Personal and Social Responsibility
RELIGION

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

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.

THEATRE

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

• Demonstrate competence in a variety of performance and dramatic theatre techniques, conventions, styles and methods, including but not limited to; twentieth century innovation in dramatic theory and criticism, technical theatre skills, creative play for all ages, and related aspects of performance in related areas of performance.
  • Institutional SLOs: Aesthetic Appreciation, Global Perspective.
• Demonstrate an advanced understanding of the historical development of the theatre of the Western world, and to understand that theatre is a mirror to the cultural, political, socio-economic, and artistic values present in life, and to appreciate that theatre is a distinct art form related to other art forms and to demonstrate the contrasts and similarities of all.
  • Institutional SLOs: Aesthetic Appreciation, Global Perspective.
• Demonstrate a proficiency in communicating ideas related to the creative process and dramatic and theatrical theory as they relate to the larger world.
  • Institutional SLOs: Aesthetic Appreciation, Communication.

VISUAL ARTS

• 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 circum-
stances 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**

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**

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 & relationships) and the four ethical tenets (trust, fairness, compliance, & 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 & change dynamics, information overloads, communication challenges and management systems.
  ° Institutional SLO: Analytic Ability
• Exhibit teamwork, oral & written communications, computer literacy, empirical research skills, critical thinking decision-making, organizing & planning skills, and analytical concepts in improving organization processes through technology.  
  ° Institutional SLOs: Skill and Resource Use; Communication

EDUCATION - MEd
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
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.
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 at least one Honors course each semester. They may take a scheduled honors course, enroll in a contracted 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 the last four consecutive semesters, have completed one semester in the Honors Colloquium (IDST 3205), 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, one semester in the Honors Colloquium, 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, & EDUC 4302, 4303, 4304, and 4305, 4306, 4307) for a total of 30 field experience hours. 10 of these hours are included in EDUC 4302, 4303, 4304 and Methods and Management includes 5 hours
field experience. RDNG 3309 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 2333, EDUC 2334, RDNG 3308, RDNG 3310, & 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
Communication 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
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 reviews 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 with a minimum score of 75.
2. A minimum grade of B in all prerequisite science & mathematics work.

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” or below in the graduate program.
• Have complete 1/3 of total coursework at Schreiner.

The Master of Education degree has three required block components:

Block A  Instructional Leadership  12 hours
EDUC 5301  Diverse Leaders in the General Education Classroom
EDUC 5313  Research-Based Instruction and Supervision of Learning
EDUC 5323  Learning Theory and Child Development
EDUC 5324  Assessment and Measurement of the Learner

Block B  Curriculum & Instruction  12 hours
EDUC 5303  Curriculum and Instruction
EDUC 5304  Educational Research
EDUC 5305  Pedagogy and Professional Responsibility
EDUC 5341  Advanced Content Reading Strategies

For Teacher Certification

Block C  Organizational Leadership  12 hours
EDUC 5312  School/Community Relations and Collaboration
EDUC 5321  School Based Operational Strategies
EDUC 5340  Advanced Diagnostic and Corrective Reading
EDUC 6302  Educational Theory and Leadership

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

NOTE:
1. Students in the MEd Plus Teacher Certification will be placed in a clinical teaching internship assignment within 75 miles of Schreiner campus.
2. Students in the MEd Plus Teacher Certification may choose to do their clinical teaching outside this area. They will then be responsible for acquiring a trained university field supervisor and will be required to pay a fee of no less than $500 to the guest field supervisor.

   Internship or Clinical Teaching  6 hours
EDUC 5307  Internship I: Graduate Teacher Certification
EDUC 5308  Internship II: Graduate Teacher Certification
OR
EDUC 5601  Internship: Graduate Clinical Teaching

FOR PRINCIPAL CERTIFICATION

Block D  Strategic Leadership  18 hours
EDUC 6301  School Law
EDUC 6303  Human Capital Public School Policy
EDUC 6312  Educational Leadership for School Effectiveness & Learning Performance
EDUC 6305  Instructional Leadership
EDUC 6604  The Principalship and Administrative Internship
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.

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. Have completed 1/3 of total coursework at Schreiner.
5. 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.

Fall Session A
BSAD 5332 - Business Law for Managers
MGMT 5322 - Leadership Communication

Spring Session A
FIN 5312 - Resource Management
MGMT 5341 - Mgmt Research in Business

Summer Session A
MGMT 5304 - Quantitative Decision Making
MKTG 5311 - Borderless Marketing

Fall Session B
MGMT 5321 - Leadership & Team Building
MGMT 5323 - Adv. Organizational Behavior

Spring B
BSAD 5324 - Business Integrity
CIT 5331 - Managing Information Systems

Summer Session B
ACCT 5301 - Accounting for Decision Making
MGMT 5303 - Management Statistics

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.

GREYSTONE AT SCHREINER

The Greystone Preparatory School is an academy preparatory program designed for students reapplying for admission to the Naval, Military, Air Force, Coast Guard and/or Merchant Marine academies. All Greystone students are enrolled as full-time non-degree students at Schreiner and live on campus while participating in the program.

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 INTERNSHIP 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.

CENTER FOR INNOVATIVE LEARNING

The Center for Innovative Learning is the coordinating body for a wide range of activities that complement and enrich the university’s formal educational program. These activities include musical and literary events, scientific and artistic forums, and a wide range of other events that provide the University community and citizens of the Texas Hill Country the opportunity to participate in a stimulating learning experience.

PRE-PROFESSIONAL CURRICULUM

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 preprofessional 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.
PRE-MEDICAL and PRE-DENTAL

Most students seeking admission to medical or dental schools major in biology, biochemistry or chemistry. However, a major in a science discipline is not required by Texas medical or dental schools. Pre-requisites may be met with either a Bachelor of Science or a Bachelor of Arts degree plan, but a BA degree may require additional courses to meet all requirements for professional school admission. Students who choose majors in non-science disciplines must be careful to meet all requirements for admission, therefore it is important that they discuss their plans with their academic advisor as soon as possible. Medical and Dental schools require 14 hours (12 hours of lecture & 2 hours of formal lab) of Biological Sciences which could include: Introduction to Biological Sciences, Organismal Biology, Biochemistry, Microbiology, Molecular Biology, Genetics, Ecology, and Anatomy & Physiology, 8 hours of General Chemistry, including the corresponding laboratory experience (6 hours of lecture & 2 hours of lab), 8 hours of Organic Chemistry, including the corresponding laboratory experience, 3 hours of Biochemistry, 3 hours of Statistics, 8 hours of Physics, including the corresponding laboratory experience, and 6 hours English. In choosing courses and the appropriate major, students preparing to apply to medical or dental school should keep two objectives in mind: (1) to secure a broadly based cultural background and (2) to master the necessary skills for an alternative career.

PRE-PHARMACY and PRE-VETERINARY PROGRAMS

No baccalaureate degree is required for admission to Pharmacy or Veterinary school. Pharmacy schools require an array of courses that may be specific to each school but in general require 4 hours of Biology, 4 hours of Genetics, 4 hours Microbiology, 8 hours of General Chemistry, including the corresponding laboratory experience, (6 hours of lecture & 2 hours of lab), 8 hours of Organic Chemistry, including the corresponding laboratory experience, 4 hours of Physics, including the corresponding laboratory experience, 6 hours of English (Composition and World Literature) and some pharmacy schools require a foreign language competency, 3 hours of Statistics and 3 hours of Calculus. Veterinary schools require 4 hours of Biology, 4 hours of Microbiology, 4 hours of Genetics, 3 hours of Animal Nutrition, 8 hours of General Chemistry, including the corresponding laboratory experience, 8 hours of Organic Chemistry, including the corresponding laboratory experience, 3 hours of Statistics and 8 hours of non-calculus based Physics, including the corresponding laboratory experience.

PRE-LAW STUDIES

The academic requirement for admission to law school is satisfied by all baccalaureate degree programs offered at Schreiner. While many students major in history, business administration, English, accounting, or general studies—political science (pre-law track) as a base for pre-law education, no law school specifies particular courses or curricula as prerequisite to admission. Most require only a baccalaureate degree and an acceptable score on the Law School Admission Test (LSAT).

The Pre-law Handbook, published by the Association of American Law Schools and the Law School Admission Council, states that pre-legal education should develop oral and written comprehension and expression as well as creative thinking and critical understanding of human values and that no one discipline is uniquely concerned with those objectives. Therefore, pre-law students should strive for development of their own capabilities within the areas of their greatest interest. Interested students should contact their academic advisor in their first year at Schreiner for assistance in designing a suitable program.
PRE-SEMINARY

The bachelor’s degree is required for admission to an accredited theological seminary. A broadly based undergraduate education is the best preparation. Neither specific courses nor a particular major field is required. It is recommended that some courses beyond the minimum requirement be taken in religion and philosophy. At Schreiner, students pursuing careers in the ministry tend towards choosing a major in religion.

ENGINEERING DUAL DEGREE PROGRAM

Through the dual degree engineering program, students can earn a Bachelor of General Studies in Applied Science from Schreiner in conjunction with a Bachelor of Science from an ABET accredited engineering program at another university. To earn the B.G.S. from Schreiner, students must complete two phases: (i) students complete 96 credit hours as indicated in that baccalaureate degree plan in accordance with the established core curriculum requirements that apply all to baccalaureate degrees, (ii) students must complete an additional 24 hours of their 120 required hours for the B.G.S. at the engineering university, Schreiner accepts these credits as transfer hours.

The dual degree engineering program is designed for students who wish to have a well-rounded background in the liberal arts as well as professional preparation in engineering. This background may prove to be extremely valuable as the engineering student communicates with others and relates his or her work in a technical field to society as a whole. Most students will complete the upper-division coursework from our partner institution, the University of North Dakota (UND), which offers coursework through distance education allowing students to complete both degrees from Schreiner’s Kerrville campus (students will travel to North Dakota for several weeks during one summer to complete required labs). Some students instead choose to transfer to other engineering programs after 2-3 years at Schreiner, and complete their last 2-3 years of the dual degree program residing on another campus. In recent years, the most popular schools students have transferred to are Texas A&M College Station, University of Texas San Antonio, and Texas Tech University.

Each student receives personalized advising at Schreiner University regarding specific engineering fields. Students are expected to meet with their academic advisor once per semester to assess progress towards completing their degree plan and exploring potential career paths. The expected time to complete the Schreiner and UND degrees is 4 years for most engineering majors based on a course load of 16-17 credits per semester. The expected time to complete the dual degree program when transferring to another engineering program is 5 years. Since degrees vary from college to college, it is the responsibility of the student to check specific requirements at the college to which they are transferring. See DEGREE REQUIREMENTS section of this catalog for further information.
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, 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.

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.

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 deci-
sion-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.

**ART and DESIGN (DESN)**

(see DESN)

Schreiner University offers courses leading to a Bachelor of Fine Arts (B.F.A.) degree in Communication Design. Communication Design is the industry recognized term for the ever-expanding field of 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 3340, ART 3360, ART 4352, ART 4397, ART 4398, BSAD 3310, 3350, MKTG 3323, and MGMT 3350.
A Major in Communication 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 Communication 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 communication design coursework, such as editorial, branding, digital photography, electronic media, and web design. A minor in Communication Design requires a minimum of 24 hours, 12 of which are upper level courses. This minor in Communication 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 Communication Design: 24 hours, ART 1350, 2330, 3310, DESN 1303, 2360, 3322, 4302, and 4320.

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. A studio supplies fee will be assessed.

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 mould 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.

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.

BIOCHEMISTRY (BIOC)

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 Biochemistry.

The biochemistry program is committed to the liberal arts tradition with emphasis upon biochemistry as an area of free inquiry. Students are not expected simply to master current biochemistry knowledge. Rather, they are encouraged to understand biochemistry as a dynamic body of knowledge. Methods of producing new knowledge and using concepts to further understanding are two major goals of the program.

Biochemistry is a multidisciplinary major. A student with B.A. degree in biochemistry will meet all the requirements for medical, dental, veterinary and pharmacy schools. A student with a B.S. degree in biochemistry will be highly employable with a bachelors degree. Those students wishing to pursue graduate studies in biochemistry are encouraged to follow the B.S. degree plan. The biochemistry 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. degree: CHEM 1101, 1301, 1102, 1302, 2111, 2311, 2112, 2312, 3301, 3101, 3303, 3103, 3105, 3305, 3106, 3306, 8 hrs / BIOL, CHEM, BIOL 1301, 1102, 1302, 1103, 3350, 3352, 3152, 4 hrs / BIOL, MATH 2422, 2423 and BIOC 1105, 1305, 1106, 1306, 4398 or 4399, 8 hrs / PHYS recommended as elective.
For the B.S. degree:  CHEM 1101, 1301, 1102, 1302, 2111, 2311, 2312, 2112, 3301, 3101, 3103, 3303, 3105, 3305, 3106, 3306, 8 hrs / BIOL, CHEM, BIOL 1301, 1102, 1302, 1103, 3350, 3352, 3152, 4 hrs BIOL, MATH 2422, 2423, 8 hrs PHYS, BIOL 3405, 3406, 4398 or 4399.

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 three distinct tracks (Cellular, Environmental, and Health Sciences) within the biology degrees.

For the B.A. degree:  BIOL 1301, 1102, 2305, 2105, 1302, 1103, (2301, 2101 or 2302, 2102) 3340, 2350, 3352, 3152, 4398 or 4399 plus cellular or environmental track, CHEM 1101, 1301, 1102, 1302, 2311, 2111, 2312, 2112, MATH 1310 and 1321, MATH 2422, 2423, 2330 and 8 hrs PHYS are recommended electives.

For the B.S. degree:  BIOL 1301, 1102, 1302, 1103, 2305, 2105, 3340, 2350, 3352, 3152, 4398 or 4399, plus cellular or environmental track, CHEM 1101, 1301, 1102, 1302, 2311, 2111, 2312, 2112, MATH 2422, 2423 or 2330 and 8 hrs PHYS.

Cellular Track:  At least 11 hours from CHEM 3305, 3105, 3306, 3106, BIOL 3314, 3114, 3351, 3151, plus at least 3 hrs upper level BIOL.

Environmental Track:  At least 13 hours from BIOL 3343, 3308, 3108, 3342, 3142, 3344, 3144, plus upper level CHEM or BIOL electives.

Health Sciences Track:  BIOL 1301, 1102, 2301, 2101, 2102, 2102, 1203, 2350, CHEM 2301, 1101, 1302, 1102, MATH 2330, PHIL 2313, PSYC 1301, SOCI 2304, BIOL 3314, 3114, 3360, 4396, PBHL 3371, 4355, and at least 12 hours from upper level CHEM, BIOL, PBHL.

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.

1101. INTRODUCTION TO ANATOMY AND PHYSIOLOGY
This is a one-hour elective course designed to give students the background to successfully complete BIOL 2301 & 2101, 2302 & 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. Prerequisites: Concurrent enrollment in BIOL 1301, credit for BIOL 1301 or consent of instructor.

1103. ORGANISMAL BIOLOGY LABORATORY
This course is a laboratory study of the diversity of organisms and their relationship to the environment. Prerequisite: BIOL 1302 or concurrent enrollment in 1302 or consent of the instructor.

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. Prerequisite: 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.

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 1102 & 1301 or BIOL 2301 & 2101 may not ordinarily receive credit for BIOL 1300. Prerequisite: Concurrent enrollment in lab BIOL 1100.

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. If intended to fulfill the 4-hour science requirement must take 1301 and 1102. (3-0)
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. Prerequisites: BIOL 1301 and 1102 or consent of the instructor (3-0).

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. Prerequisite: Concurrent enrollment in lab BIOL 1106.

2101. HUMAN ANATOMY AND PHYSIOLOGY I LAB
Required concurrent lab for BIOL 2301.

2102. HUMAN ANATOMY AND PHYSIOLOGY II LAB
Required concurrent lab for BIOL 2302.

2105. GENETICS LAB
Required concurrent lab for BIOL 2305.

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.

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.
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. Prerequisite(s): BIOL 2301 or 2302 and CHEM 1301 or 1303.

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.

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.

3106. ADVANCED PHYSIOLOGY LAB
Required concurrent lab for BIOL 3306.

3108. ANIMAL BEHAVIOR LAB
Required concurrent lab for BIOL 3308.

3114. GENERAL MICROBIOLOGY LAB
Required concurrent lab for BIOL 3314.

3142. FIELD ECOLOGY - R LAB
Required concurrent lab for BIOL 3342.

3144. BIOLOGY OF A MAJOR VERTEBRATE GROUP LAB
Required concurrent lab for BIOL 3344.

3151. MOLECULAR BIOLOGY LAB
Required concurrent lab for BIOL 3351.

3152. CELL BIOLOGY LAB
Required concurrent lab for BIOL 3352.

3170. TOPICS IN BIOLOGY LAB
Required concurrent lab for BIOL 3370.

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 & 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 & 2101, 2302 & 2102 and Junior standing, or consent of instructor. Concurrent enrollment in lab BIOL 3106.

3307. 1 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 & 1103. Concurrent enrollment in lab BIOL 3108.

3310. PATHOPHYSIOLOGY
This course is designed to provide an in-depth study 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 & Physiology I and II. Prerequisites: BIOL 2301, BIOL 2101, BIOL 2302, BIOL 2102.

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.

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 2405 or consent of instructor (3-0).

3342. FIELD ECOLOGY - R
This course is a study of the interactions between living organisms and their environment. Prerequisite: BIOL 1302 & 1103 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 & 1103 or consent of instructor. Concurrent enrollment in lab BIOL 3144.
3351. MOLECULAR BIOLOGY
This course is a study of the molecular basis of living organisms. Prerequisite: 8 hours of chemistry and BIOL 2305 & 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 & 2105 and CHEM 1302 & 1102. Concurrent enrollment in lab BIOL 3150.

3360. 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.

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 2405.

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 2405 or consent of the instructor.

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.

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 online 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, includ-
ing 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.

3310. LEGAL ENVIRONMENT OF BUSINESS
This course studies business under the U.S. Constitution, federal legislation, legal precedents, and agency orders. Emphasis on court interpretations.

3311. BUSINESS ORGANIZATIONS & 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.

5001. GASTRONOMY AND WINE VINTAGES
Students will receive an introduction into the world of wine and important wine producing areas. The
course deals with understanding terms you would find on wine labels, identification of aromas and flavors. Pairing wine with food, the etiquette one uses with different cultures in the hospitality industry. Prerequisite: Admission to MBA program.

5002. NEW TRENDS IN HOSPITALITY
This course focuses on burgeoning trends in the hospitality industry, tracking and studying historical trends, and predicting future trends. We will study a variety of trends in varying industries globally and in the U.S. Students will learn the importance of staying competitive in a digital environment. Prerequisite: Admission to MBA program.

5003. SUSTAINABLE HOSPITALITY
This course is meant to educate a new generation of hospitality students who will have insight into the growing ecology/sustainable hotel business. This course will train & teach students expertise in promoting, developing and maintaining a sustainable approach to Hospitality and explore various business models. Prerequisite: Admission to MBA program.

5010. SALES AND MARKETING MANAGEMENT FOR HOSPITALITY
This course is designed to provide an overview of selling and sales management applied in the Hospitality Industry. Students will learn sales and marketing theory and practice, as well as techniques of sales management. The goal of the course is to examine the elements of an effective Hospitality sales force. Prerequisite: Admission to MBA program.

5101. GLOBAL HOSPITALITY MANAGEMENT
This course emphasizes on the knowledge a global hospitality manager needs to succeed. We will study a variety of hospitality businesses in foreign and domestic markets. The course will provide an understanding of the economics and underlying structure of the hospitality industry. Prerequisite: Admission to the MBA program.

5109. HOSPITALITY INTERNSHIP
12-MONTH HOSPITALITY INTERNSHIP PLACEMENT Practical experience in the Hospitality industry. Prerequisite: Admission to the MBA program.

5300. FOUNDATIONS OF FINANCIAL ACCOUNTING
This course is designed to prepare students for the Master of Business Administration (MBA) program. The course is designed for MBA applicants without business-related undergraduate degrees and returning business graduates in need of refresher in Financial Accounting. Prerequisite: Admission to the MBA program.

5304. FOUNDATIONS OF MARKETING
This course is designed to prepare students for the Master of Business Administration (MBA) program. The course is designed for MBA applicants without business-related undergraduate degrees and returning business graduates in need of refresher in Marketing. Prerequisite: Admission to the MBA program.

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, legality, 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.

5401. HOSPITALITY ENTREPRENEURSHIP

This is a Business design competition, where a new business plan is developed for a new or existing business, the proposed idea will be presented before a board of current hospitality leaders for determination of the quality of research, outcome viability and overall mastery of business plan. Prerequisite: Admission to the MBA program and completion of 20 hours of credits from the program.

5402. 12-MONTH HOSPITALITY INTERNSHIP PLACEMENT

Practical experience in the Hospitality industry. 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. degree: CHEM 1101, 1301, 1102, 1302, 2311, 2111, 2312, 2112, 3301, 3302, 3102, 3303, 3103, 3304, 3104, BIOL 2350, MATH 2422, 2423, PHYS 1301, 1101, 1302, 1102, CHEM (4398 or 4399), and 11 hours BIOL, CHEM.

For the B.S. degree: CHEM 1101, 1301, 1102, 1302, 2311, 2111, 2312, 2112, 3301, 3101, 3302, 3102, 3303, 3103, 3304, 3104, 3307, 3107, 3350, BIOL 1301, 1102, 2350, MATH 2423, 3425, PHYS 1301, 1101, 1302, 1102, CHEM (4398 or 4399), and 11 hours BIOL, CHEM.

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.

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.

1103. INTRODUCTORY CHEMISTRY LAB
Required concurrent lab for CHEM 1303.

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.

2112. ORGANIC CHEMISTRY II LAB
Required concurrent lab for CHEM 2312.

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 & 2111 with a grade of “C” or better. Concurrent enrollment in lab CHEM 2112.
3101. QUANTITATIVE METHODS LAB
Required concurrent lab for CHEM 3301.

3102. INSTRUMENTAL ANALYSIS LAB
Required concurrent lab for CHEM 3302.

3103. THERMODYNAMICS LAB
Required concurrent lab for CHEM 3303.

3104. QUANTUM MECHANICS LAB
Required concurrent lab for CHEM 3304.

3105. BIOCHEMISTRY I LAB
Required concurrent lab for CHEM 3305.

3106. BIOCHEMISTRY II LAB
Required concurrent lab for CHEM 3306.

3107. INORGANIC CHEMISTRY LAB
Required concurrent lab for CHEM 3307.

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
Required concurrent lab for CHEM 3307. 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 func-
tions, 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 & 3105 with a grade of “C” or better. (3-3)

3307. INORGANIC CHEMISTRY
Required concurrent lab for CHEM 3307. This is the study of the basic concepts and theories of inorganiz 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. Graded S or U. 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. The program provides students the opportunity to study human communication practices and processes, contexts in which communication occurs, theories of communication, as well as the research and criticism that surround and embody the field. Students graduating with a Communication Studies degree are well-positioned in today’s “knowledge era” as people able to create and manipulate symbols, identify and solve problems, and broker communication strategies for regional, national and international employers across a wide range of professions.

This multidisciplinary major emphasizes a strong liberal arts curriculum. It is designed primarily for students preparing to enter careers in government and social services, business, academia, law, management, journalism, public relations and other media-related industry.

A Major in Communication Studies consists of the following upper level courses: COMM 3310, COMM 3320, COMM 3350, COMM 3351, COMM 3352, and COMM 4397 or 4398. Additionally the student will take 15 hours from the following upper level courses: COMM 3322, 3323, COMM 3330, 3340, COMM 4310, COMM 4330, COMM 4350, or COMM 4360.

A minor in Communication Studies consists of COMM 2301 and one lower level COMM course with at least 12 hours of upper level COMM courses.

1101. COMMUNICATION PRACTICUM: SPORT AND SOCIAL MEDIA
This is an experiential course in which students interested in the role of social media in sport will take part in practical tasks and assignments related to this topic. During this course, students will design a campaign using social media tools to promote, market, or engage fans for a sporting event or team. Students will create content for a variety of social media platforms.

2101. COMMUNICATION PRACTICUM: SPORT INTERVIEWING
This is an experiential course in which students interested in interviewing and sport. Students will take part in practical tasks and assignments related to this topic. During this course, students will conduct interviews with athletes, coaches, administration, or other individuals associated with teams or events. Interview will result in video, written, or spoken content.

2301. (1311) COMMUNICATION
This introductory course provides a broad overview of foundational concepts in Communication
Studies, effective communication skills across various social contexts, and basic public speaking skills. Students will examine the significance of communication in personal and professional settings, including developing effective presentation skills.

2320. INTRODUCTION TO COMMUNICATION THEORY
This course introduces students to fundamental concepts in contemporary views of communication studies theory and research that have emerged in the communication discipline since the 1950s. It covers a diverse range of topics and ideas that span from media to language, from face-to-face to mass communication. The course helps students understand communication as a practical discipline and makes communication theory a coherent field of study. Basic vocabulary of major concepts focuses the study of communication into a top-down, satellite picture of the communication landscape. Prerequisite: COMM 2301 or consent of the instructor.

2322. SMALL GROUP COMMUNICATION
This course will focus on the theories of small group communication as well as the application skills in a small group context. Emphasis will be placed on formation and participation in group projects, as well as leadership, decision making, and problem solving in small groups. The range of topic areas in this course will make it an excellent elective for many other academic majors on campus, including Business, Psychology, Chemistry, and Biology. Prerequisite: COMM 2320.

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.

3320. INTERCULTURAL COMMUNICATION
This course will explore the ways in which intercultural and international communication interact with US domestic diversity in interpersonal, organizational, political, and social spheres. We will examine empirical, subjective, and critical approaches to understanding intercultural communication, as well as the impact of new media technologies on intercultural encounters. Prerequisite: Sophomore standing or instructor consent.

3322. ORGANIZATION COMMUNICATION
This course will examine the role of communication in organizations through the study of organizational theory and the application of theory to real-world situations. This course will address interpersonal relationships within organizations, the role of technology in organizations, issues of power and the role of communication on organizational culture. Students will learn about leadership, decision making, teamwork and ethics as they apply to a formal organization. Prerequisite: Sophomore standing or instructor consent.

3323. COMMUNICATION AND NEW MEDIA TECHNOLOGY
This course will focus on the ways in which various aspects of communication are continually influenced and re-defined by new media technologies. As our personal and professional environments become increasingly mediated, and our lives become increasingly dependent on media access and usage, it is important to gain an awareness and understanding of how these processes impact human development and interaction. Prerequisite: Sophomore standing or consent of instructor.
3330. GENDER ROLES AND COMMUNICATION
Students in this course will investigate the way discourse in everyday talk intersects with sex identity and how gender roles shape our experiences. They will explore and analyze texts, written and spoken, to understand how gender roles are created, recreated and performed through communication. Prerequisites: Sophomore standing or instructor consent.

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 - MESSAGE DESIGN & INTERPRETATION
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 & 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 I
This course is one of a two-part research block. Students will become familiar with various research paradigms in communication, and methods of qualitative research in communication. Students will learn about how to develop and organize a literature review, formulate research questions, and become familiar with various qualitative research strategies. Students will develop an original research project that uses qualitative research techniques. Prerequisite: Sophomore standing or instructor consent.

3352. RESEARCH METHODS IN COMMUNICATION II
This course is the second of a two-part sequence. Students will become familiar with various methods of quantitative research in communication as well as with basic statistics. Students will learn about formulating hypotheses, experimental design, sampling, measurement, and parametric and nonparametric statistical tests. Students will continue research and conduct quantitative research and become familiar with statistical techniques as well as when each is appropriate. How to interpret and report statistical analysis. Students will continue their research project from Research Methods I. Prerequisite: COMM 3351.

3360. SPORT COMMUNICATION
This course will give students an overview of the field of sport communication. The course will cover the intersection of sport, media and technology, and communication. During the course, students will learn about topics such as fandom, media and sport, and the politics of sport. Also, the course will cover issues of identity as they relate to sport through gender, race, and ethnicity. The course will examine the interpersonal and organizational aspects of sport communication, including coaching and crisis communication, and the effects of technology, such as fantasy sports and social media, on sport.

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.

4330. FAMILY COMMUNICATION-R
Our early experiences of “family” create many of the constructs from which we base our later life.
The course explores the role of family communication in everyday life, in the development of the individual, and how the concept of family is enacted in culture. Prerequisites: Junior standing or consent of the instructor.

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.

4360. STRATEGIC COMMUNICATION
This course will introduce students to the significance and benefits of effective strategic communication in various professional contexts, such as public relations, marketing, information release and distribution, organizational, and social campaigns. Course content also reflects the role of new media technology and social media with regard to strategic communication messages. Prerequisite: Sophomore standing or consent of instructor.

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 & the Public Sphere, Mass Media & Society, Religion & 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 SEMINAR IN COMMUNICATION
This is a capstone experience for communication studies majors to assess their understanding of communication practices and processes, contexts in which communication occurs, the theory of communication as well as the research and criticism that surround and embody the field. The student is challenged to exhibit significant knowledge and understanding from all previous communication studies coursework. 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 DESIGN (DESN)
(see Art & 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. A studio supplies fee will be assessed.

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. (3-3)

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, sign-age, 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 sign-age 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 & 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 reading 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 3440 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 3350.

4320. ADVANCED WEB DESIGN
This course will explore advanced techniques in front-end web design & 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 2304 with a “C” or better.

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 overall 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 Communication 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 COMMUNICATION 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 COMMUNICATION 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 ver-
bal 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.

COMPUTER INFORMATION TECHNOLOGY (CIT)

Schreiner University offers courses that lead to a Bachelor of Science degree with a major in Computer Information Technology. The three tracks within the degree are Cyber Security, Networking and Programming. All include at least CIT 1460, 2410, 3304, 4361, 4451 along with other collateral courses.

The **Major in Cyber Security**: CIT 3405, 4396, 4433, 4440, 4441, 4443, 4444.

The **Minor in Cyber Security**: CIT 1460, 2410, 3405, 4441 and 4 hours from 3401, 4433, 4440, 4443, or 4444.

This is focused on understanding the principles of data and technology that frame and define cybersecurity, gain insight into the importance of cybersecurity, cybersecurity principles, security architecture, risk management, attacks, incidents, and emerging IT and IS technologies.

The **Major in Networking**: CIT 3401, 4398, 4430, 4431, 4432, 4433, 4435.

The **Minor in Networking**: CIT 1460, 2410, 3401, 4431 and 4 hours from 3403, 4430, 4432, 4433, or 4435.

This is focused on understanding how computers communicate with each other. Focusing on the design, installation, and improvement of computer networks and related software.

The **Major in Programming**: CIT 4397, 4420, 4421, 4422, 4423, 4424, 4434.

The **Minor in Programming**: CIT 1460, 2410, 4434 and 12 hours from 4420, 4421, 4422, 4423, 4424, or 4361.

This is focused on basic and advanced program development and problem solving, pseudo-code development, program development and application, and object-oriented programming.

1460. HARDWARE AND SYSTEM SOFTWARE

This course offers principles and applications of computer hardware, software, networks and their theoretical underpinnings, installation, and configuration through lecture and operational laboratory experiences. Prerequisite: BSAD 1331.

2370. TOPICS IN COMPUTER INFORMATION TECHNOLOGY

This is a study of a computer-related topic or topics. May be repeated when topics vary.

2410. INTRODUCTION TO PROGRAMMING LOGIC

This course covers basic program development and problem solving, pseudo-code development, program development and application, introduction to object-oriented programming, and hands-on development of computer programs. Course has an associated lab experience.

3340. INTRODUCTION TO OPERATING SYSTEMS

This course examines the role of computer operating systems in the overall vulnerability of the network. A comparison of the more popular operating systems will be used to illustrate the concepts to the class.
3401. NETWORKING AND TELECOMMUNICATIONS
This course introduces students to all forms of electronic communication in organizations today. Course topics include data communications hardware and media, protocols and standards, local area and wide area networking, wireless networking, network management, telecommunications software and application design. Students have the option to take the Network+ certification exam at the end of the course for which an examination fee is required. Course has an associated lab experience.

3403. DATABASE MANAGEMENT
This is an overview of database design, development, maintenance and management, including information and organizational theory, determining database requirements, relational and object-oriented data models and implementation and user interfaces. Hands-on experience with database design, construction and maintenance using SQL and other DBMS tools will be used. Course has an associated lab experience.

3405. INFORMATION ASSURANCE AND SECURITY
This course introduces students to information assurance and security and includes fundamental aspects, security mechanisms, operational issues, policy, attacks, security domains, forensics, information states, security services, threat analysis, and vulnerabilities. Students have the option to take the Security+ certification exam at the end of the course for which an examination fee is required. Course has an associated lab experience.

4361. SYSTEM ANALYSIS AND DESIGN
This course provides an understanding of the information system development and modification process, including evaluation of system development methodologies, understanding effective communication and integration with users and user systems, developing interpersonal skills with clients, users and team members and the adherence to systems development life cycle standards. Students will gain hands-on experience with object-oriented analysis and design and data modeling tools. Prerequisite: CIT 3401, CIT 3403, and CIT 3405.

4370. TOPICS IN COMPUTER INFO TECHNOLOGY
This is a study of selected topics in the field of computer information technology. Topics will vary, course may be repeated when topics vary.

4380. DIRECTED STUDY IN COMPUTER INFORMATION TECHNOLOGY
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 enrolling in this course should have Junior or Senior status, a minimum of a 2.0 GPA. May be repeated with a change in topic.

4396. INTERNSHIP IN CYBER SECURITY
This is supervised field employment which provides the opportunity for the student to apply learning to practical job experience. Prerequisite: Senior status and 12 hours of upper level CIT courses.

4397. INTERNSHIP IN PROGRAMMING
This is supervised field employment which provides the opportunity for the student to apply learning to practical job experience. Prerequisite: Senior status and 12 hours of upper level CIT courses.

4398. INTERNSHIP IN INFORMATION SYSTEMS
This is supervised field employment which provides the opportunity for the student to apply learning to practical job experience. Prerequisite: Senior status and 12 hours of upper level IS courses.
4420. ALGORITHMS AND DATA STRUCTURES
This course analyzes the performance of algorithms and discusses programming techniques and data structures used in the writing of effective algorithms. The course also explores abstract data structures, recursion, sorting, searching, implementation of data structures using explicit memory management, and an introduction to abstract data type design and encapsulation. Course has an associated lab experience.

4421. STRUCTURED PROGRAMMING
This course explores C as structured programming language. Students will learn how C helps programmers concentrate on problem-solving while using C as a high-level independent language. Students will discover why C is commonly used by software developers whose applications have to run on many different hardware platforms. Course has an associated lab experience.

4422. VISUAL BASIC
In this introductory programming concepts course, students will gain an understanding of logic, how control, and object-oriented structures as well as hands-on experience in developing interfaces, objects, and controls using a variety of design approaches. Visual Basic introduces and applies concepts of object-oriented, event-driven, structured programming to create end-user mobile, web, office, and database applications. Course has an associated lab experience.

4423. ADVANCED JAVA PROGRAMMING
This course is an advanced study of Java programming language used for writing complex and sophisticated stand-alone applications and Internet applets that have visual objectives. Course has an associated lab experience.

4424. SOFTWARE ENGINEERING
This course offers different aspects of software engineering with the concentration on processes, methods, and tools for developing reliable software-centered systems. The course is a study of software development process models, project management, a variety of modeling notations, requirements analysis, architectural design methods, and testing techniques. Course has an associated lab experience.

4430. NETWORK ADMINISTRATION
This course teaches skills to implement, administer, and troubleshoot information systems that incorporate servers in a networked computing environment and the Active Directory on a Windows Server. Course has an associated lab experience.

4431. ADVANCED NETWORKING
An introduction to Cisco basic router configuration for local area networks and wide area networks. Topics include initial router configuration for TCP/IP, IP addressing techniques, management of the router configuration, backup of router configuration files, and intermediate routing protocols. Course has an associated lab experience.

4432. TCP/IP
This course provides in-depth coverage of the TCP/IP network protocol and also covers distributed network applications, both on local area (LAN) and wide-area (WAN) networks. Course has an associated lab experience.

4433. NETWORK SECURITY
This course takes an in-depth look at network security concepts and techniques. Students will exam-
ine theoretical concepts that make the world of security unique. The course provides a practical, hands-on approach when examining networking security techniques. Students will explore different network strategies and the advancement of network implementation, including program solving strategies. Course has an associated lab experience.

4434. OBJECT-ORIENTED PROGRAMMING
This is a study of object-oriented programming (OOP), including concepts of objects, classes, encapsulation, collections, abstract data types, extensions, constructors, information hiding, inheritance, polymorphism and programming concepts of pointers, vectors, arrays and data structures. Students will gain an understanding of computer algorithms and their construction and how they are used to solve problems. Students will experience hands-on development of computer programs. Prerequisite: CIT 2410.

4435. LINUX SERVERS
This course is an advanced study of the Linux operating system. Includes advanced concepts of system management and communication, the installation and maintenance of software, network security, and data integrity issues. Course has an associated lab experience.

4440. COMPUTER FORENSICS
This course provides a multidisciplinary overview of digital forensics and high technology crime involving computers. Students will gain an understanding of what digital evidence often exists in support of criminal and civil investigations, as well as sensitive business matters, such as employment disputes financial fraud, intellectual property theft, and other matters affecting business managers. This course examines evidence preservation, as well as the legal and ethical issues surrounding the collection and analysis of digital evidence. Course has an associated lab experience.

4441. OPERATING SYSTEM SECURITY
The objective of this course is to provide an in-depth study of security issues - including vulnerabilities, threats, exploits and defense mechanisms in operating systems. Topics covered include: Jogging, auditing, address space randomization, memory protection, virtual machine introspection (VMI), malware and malware immunization. The course emphasizes real world vulnerabilities, threats, exploits and defense. The course engages students with state of the art operating system security and exposes them to current problems in operating systems security. Course has an associated lab experience.

4443. INTRUSION DETECTION
This course explores computer information systems security monitoring, intrusion detection and crisis management. Course includes alarm management, signature configuration, sensor configuration, and troubleshooting components. Course emphasizes indentifying, resolving, and documenting network crisis and activating the response team. Course has an associated lab experience.

4444. INCIDENT RESPONSE AND HANDLING
This course presents an indepth coverage of incident response and incident handling, including identifying sources of attacks and security breaches; analyzing security logs; recovering the system to normal; performing postmortem analysis; and implementing and modifying security measures. Course has an associated lab experience.

4451. INFORMATION TECHNOLOGY SUPPORT SERVICES
This course prepares the student for the role of Support Specialist whose role is to keep the customer productive by focusing on the business needs of the customer, establishing credibility and trust, and by handling the most difficult customer scenarios. Emphasis is given to problem solving and troubleshooting, team dynamics, and interpersonal communication skills. Specifically, this course pre-
pares students for help desk and desktop technician certification examinations. Certifications accelerate support technician careers by providing a structured framework for learning skills and distinguish job candidates from their peers. Students will also complete a 25-hour experiential residency. Examination fees are required. The major field exam in Business is required in this course. Course has an associated lab experience. Prerequisite: CIT 3401.

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.

ECONOMICS (ECON)

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.

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 who want to add certification at 7-12 or all-level will complete a baccalaureate degree in Biology, Chemistry, Communication 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.

IMPORTANT: For the upper level education courses listed, none can be taken prior to documentation of passing THEA scores and admission to teacher education. Questions may be addressed to the Director of Teacher Education.
NOTE: There are several courses which may be taken before admission into the Teacher Education Program or with the consent of the instructor: EDUC 2303 and SPED 3301 (all levels); EDUC 2333/2334 (EC-6 only); EDUC 3301, 3401, RDNG 3306 (EC-6 and all 4-8); RDNG 3340 (EC-6 and 4-8 generalist only).

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.

2303. 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.

2333. NUTRITION, HEALTH, AND SAFETY FOR YOUNG CHILDREN (EC-6)

This actively engaged field-based course is designed to provide information related to nutrition, health, and safety in an educational setting for young children. Intended for partial fulfillment for those seeking certification in early childhood/elementary programs. Research and methodology for creating a safe and motivating learning environment will be emphasized. The NAEYC standards will be used for program evaluation research and reflection. Students will create a physical and emotional environment that is both safe and productive. An outdoor learning component is included to maximize effective and appropriate developmental opportunities during play. This course is an on-site Service Learning Project held in conjunction with a local school district. Prerequisite: Concurrent enrollment in EDUC 2334.

2334. LEARNING ENVIRONMENT FOR YOUNG CHILDREN (EC-6)

This actively engaged field-based course is designed to provide an overview of the developmental stages and needs of the young child. Theories and principles related to early childhood development and education are emphasized including the role of the families and community. Students will be able to apply knowledge from this course to plan instruction and ongoing assessment which meets the developmental needs of Early Childhood students including ESL and ELL based on English Language Proficiencies (ELP). Early Childhood Intervention Services (ECIS) will be included as a resource for planning intervention. Students will use the TEA Prekindergarten Guidelines in planning and preparing effective instruction, and the Early Childhood Data System (ECDS) will be reviewed as a tool for informing stakeholders of the effectiveness of an EC program. This course is an on-site Service Learning Project held in conjunction with a local school district. Prerequisite: Concurrent enrollment in EDUC 2333.

2335. LEARNING IN AND THROUGH THE ARTS

This course presents the arts integration theories across curriculum with a special emphasis on integration with STEM topics. Students will explore how the arts enhance learning in all fields and will also prepare pre-service teachers through an interactive workshop format to apply knowledge of theatre, music, and visual and communicative arts content and curriculum based upon the Texas Essential Knowledge and Skills (TEKS) for the purpose of planning and implementing effective and
developmentally appropriate instruction in the arts and core content. Students will learn how to use the arts to develop critical and creative thinking skills which transfer across curriculum. Open to non-education students as aesthetic experience and understanding of the visual and performing arts.

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
This course is a requirement for all core subjects EC-6 and 4-8 certifications and for 4-8 math and math/science certifications. This course addresses the pedagogy of mathematics for Texas public schools. Instruction includes lesson plan preparation using the Texas Essential Knowledge and Skills and the TAC 19 technology standards. Students will learn research-based strategies for effective pedagogy in Mathematics and concepts will be reviewed in preparation for the TExES Core Subjects state exam. Course will include 5-10 hours of case study experience in the field working with K-8 students. Prerequisites: MATH 1310, Jr. standing, admission into Teacher Education Program or permission of the instructor.

3303. MATHEMATIC PEDAGOGY: ASSESSMENT AND INTERVENTION
This course is a requirement for all core subjects EC-6 and 4-8 certifications and for 4-8 math and math/science certifications. This course addresses the pedagogy of mathematics for Texas public schools. Instruction includes lesson plan preparation using the Texas Essential Knowledge and Skills and the TAC 19 technology standards. Students will learn research-based strategies for effective pedagogy in Mathematics and concepts will be reviewed in preparation for the TExES Core Subjects state exam. Course will include 5-10 hours of case study experience in the field working with K-8 students. Prerequisites: MATH 1310, Jr. standing, admission into Teacher Education Program or permission of the instructor.

3341. PHYSICAL EDUCATION PEDAGOGY
This course will prepare pre-service teachers seeking certification in All-Level Exercise Science/Physical Education to apply knowledge of physical education, 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 healthy living from school age to adulthood. This course is also open to all EC-6 certification students for the purpose of training for the TExES Core Subjects exam. Prerequisite: Senior standing and admission to the Teacher or consent of the instructor.

3401. SCIENCE METHODS PEDAGOGY EDUCATION (EC-12)
This course is designed for teacher education students in Multidisciplinary Studies and for Science majors adding Secondary Education Certification. Students will be trained in research based pedagogy for sciences 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. This course includes 10 hours of internship at the designated level.
of certification which will include tutoring in science for EC-6 and a combination of tutoring and/or assisting a science mentor at the high school or college level for secondary minors. Prerequisite: 6 hours in the sciences including BIOL 1301/1102, Junior standing and admission to the Teacher Education Program or Secondary Minor in Education or consent of the instructor.

4302. METHODS AND MANAGEMENT (EC-6)
This course addresses teaching methods, learning styles, classroom management, discipline strategies, instructional strategies, and promoting an engaging and safe learning environment in grades EC-6. Students also develop skills in school/home and school/community communication strategies to promote an effective learning community. The relationship of behavior management and motivation to learn is researched in relation to the psychology of child development with emphasis on early childhood education. This course serves to confirm the student has adequate knowledge and skills to establish and classroom climate that fosters learning, equity, and excellence in an organized and productive classroom. Five hours actively engage classroom observation. Prerequisite: Senior standing and admission to the Teacher Education Program. Concurrent enrollment with EDUC 4305.

4303. METHODS AND MANAGEMENT (7-12)
This course addresses teaching methods, learning styles, classroom management, discipline strategies, instructional strategies, and promoting an engaging and safe learning environment in grades 7-12. Students also develop skills in school/home and school/community communication strategies to promote an effective learning community. The relationship of behavior management and motivation to learn is researched in relation to the psychology of child development with emphasis on secondary education. This course serves to confirm the student has adequate knowledge and skills to establish a classroom climate that fosters learning, equity, and excellence in an organized and productive classroom. Five hours actively engaged classroom observation. Prerequisite: Senior standing and admission to the Teacher Education Program. Concurrent enrollment with EDUC 4307.

4304. METHODS AND MANAGEMENT (4-8)
This course addresses teaching methods, learning styles, classroom management, discipline strategies, instructional strategies, and promoting an engaging and safe learning environment in grades 4-8. Students also develop skills in school/home and school/community communication strategies to promote an effective learning community. The relationship of behavior management and motivation to learn is researched in relation to the psychology of child development with emphasis on middle school education. This course serves to confirm the student has adequate knowledge and skills to establish a classroom climate that fosters learning, equity, and excellence in an organized and productive classroom. Five hours actively engaged classroom observation. Prerequisite: Senior standing and admission to the Teacher Education Program. Concurrent enrollment with EDUC 4306.

4305. CURRICULUM AND ASSESSMENT (EC-6)
This field-based course will help students understand curriculum design and assessment of student learning. A major focus is to ensure student proficiency in planning lessons and appropriate assessment techniques. Content is closely tied to state public school laws, codes, organization, and curriculum requirements for grades EC-6 (TEKS). The course also addresses instructional materials, resources, and evaluation of student performance. Additionally, it addresses the needs of diverse and disadvantaged populations including English as a Second Language (ESL), English Language Learners (ELL), and English Language Proficiencies (ELP). This course requires ten (10) hours engaged field experience at a local elementary campus, grades early childhood to 6. Prerequisite: Senior standing and admission to the Teacher Education Program. Concurrent enrollment with EDUC 4302.

4306. CURRICULUM AND ASSESSMENT (4-8)
This field-based course will help students understand curriculum design and assessment of student learning. A major focus is to ensure student proficiency in planning lessons and appropriate assess-
ment techniques. Content is closely tied to state public school laws, codes, organization, and curriculum requirements grades 4-8 (TEKS). The course addresses instructional materials, resources, and evaluation of student performance. Additionally, the content addresses the needs of diverse and disadvantaged populations including English as a Second Language (ESL), English Language Learners (ELL), and English Language Proficiencies (ELP). This course requires ten (10) hours engaged field experience at a local middle school, grade 4-8. Prerequisites: Senior standing and admission to the Teacher Education Program. Concurrent enrollment with EDUC 4304.

4307. CURRICULUM AND ASSESSMENT (7-12)
This field-based course will help students understand curriculum design and assessment of student learning. A major focus is to ensure student proficiency in planning lessons and appropriate assessment techniques. Content is closely tied to state public school laws, codes, organization, and curriculum requirements grades 7-12 (TEKS). The course also addresses instructional materials, resources, and evaluation of student performance. Additionally, it addresses the needs of diverse and disadvantaged populations including English as a Second Language (ESL), English Language Learners (ELL), and English Language Proficiencies (ELP). This course requires ten (10) hours engaged field experience at a local middle school campus, grade 7-8, or high school campus (9-12). Prerequisites: Senior standing and admission to the Teacher Education Program. Concurrent enrollment with EDUC 4303.

4310. PEDAGOGY & PROFESSIONAL RESPONSIBILITIES with Digital Literacy
The PPR exam is a required component of full certification for teacher education programs in Texas. The PPR focuses on knowledge and skills relevant to teaching, classroom practices, student characteristics, and professional responsibilities that an entry-level educator should have. Students will be expected to pass a practice PPR exam and register for the TExES state PPR exam as part of the course requirements. Teacher candidates must pass the state exam before the end of their program. The PPR competencies will be taught in workshop format with emphasis on text preparation. Digital Literacy aligned to ISTE standards will also be included as instructional technology preparation for first year teachers. Pre- and post-evaluations will be used to determine level of preparedness. Students will also research career opportunities including current hiring trends and policies and procedures for job applications as it applies to professions in education. Hybrid Format Prerequisite: Admission to Teacher Education.

4311. THE LEARNER (EC-6)
This course helps students develop an understanding and appreciation of how to work with diverse student populations in the classroom (grades EC-6). Students learn how to modify and deliver instruction for such special student populations as at-risk, multicultural, gifted, learning and physically disabled students, English Language Learners (ELL), English as a Second Language (ESL) students and other special needs learners. The course also addresses diverse interests and intelligences, as well as English Language Proficiencies (ELP) requirements. Using a hybrid instructional approach, the purpose of this course is to increase students’ understanding of how to serve diverse student populations through research-based teaching and learning strategies. Students will participate in TEA required including First Air Instruction on Mental Health, Dyslexia, and meeting the needs of disadvantaged and diverse populations. Prerequisites: Senior standing and admission to Clinical Teaching.

4312. THE LEARNER (4-8)
This course helps students develop an understanding and appreciation of how to work with diverse student populations in the classroom (grades 4-8). Students learn how to modify and deliver instruction for such special student populations such as at-risk, multicultural, gifted, learning and physically disabled students, English Language Learners (ELL), English as a Second Language (ESL) students and other special needs learners. The course also addresses diverse interests and intelligences, as well as English Language Proficiencies (ELP) requirements. Using a hybrid instructional approach, the purpose of this course is to increase students’ understanding of how to serve diverse student populations through research-based teaching and learning strategies. Students will participate in TEA required including First Air Instruction on Mental Health, Dyslexia, and meeting the needs of disadvantaged and diverse populations. Prerequisites: Senior standing and admission to Clinical Teaching.
diverse student populations through research-based teaching and learning strategies. Students will participate in TEA required trainings including First Aid Instruction on Mental Health, Dyslexia, and meeting the needs of disadvantaged and diverse populations. Prerequisites: Senior standing and admission to Clinical Teaching.

4313. THE LEARNER (7-12)
This course helps students develop an understanding and appreciation of how to work with diverse student populations in the classroom (grades 7-12). Students learn how to modify and deliver instruction for such special student populations such as at-risk, multicultural, gifted, learning and physically disabled students, English Language Learners (ELL), English as Second Language (ESL) students and other special needs learners. The course also addresses diverse interests and intelligences, as well as English Language Proficiencies (ELP) requirements. Using a hybrid instructional approach, the purpose of this course is to increase students’ understanding of how to serve diverse student populations through research-based teaching and learning strategies. Students will participate in TEA required trainings including First Aid Instruction on Mental Health, Dyslexia, and meeting the needs of disadvantaged and diverse populations. Prerequisites: Senior standing and admission to Clinical Teaching.

4320. CLINICAL TEACHING SEMINAR
The Clinical Teaching Seminar is a series of 10 weekly meetings for students completing their twelve 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 PDAS, STAAR testing, Mental Health Referral, Code of Ethics, and Dyslexia policy and procedures to better prepare clinical teachers for the legal, ethical, and professional responsibilities of first year educators. Seminars will also provide conference time with university field supervisors to discuss progress in the internship, evaluations, and the scheduling of formal observations. Prerequisite: Admission into Clinical Teaching, 30 hours of observations and engaged field experience, pass the TExES state content exam.

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.

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 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 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 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.

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 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.
5301. DIVERSE LEARNERS IN THE EDUCATION CLASSROOM
This course explores educational changes and adjustments resulting from the interaction of a variety of different cultural backgrounds and exceptional learners in the modern school. Differentiated techniques, processes, and inclusive programs designed to meet the unique learning needs of diverse learners in the general education classroom are studied. Students participate in individual and group research for the purpose of exploring the impact of culture on learning, motivation, and classroom environment.

5303. CURRICULUM AND INSTRUCTION
This course traces the history of education through the lens of evolving trends in curriculum design and instructional focus. Current research in curriculum and instruction will be reviewed, which will include an analysis of best practices and the role that curriculum plays in the work of the professional educator. Students will research past and present curriculum theories and the impact on instruction. The course also emphasizes methods of organizing and managing a student centered classroom to enhance and motivate student learning. Ten (10) classroom hours of observation are required for certification students only.

5304. EDUCATIONAL RESEARCH
Basic concepts of action research, strategies of experimental, historical, and descriptive research are introduced. Participants will use these concepts to read, interpret, and evaluate educational research. Students collaborate to design, plan, and defend an action research proposal in a classroom setting.

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. SCHOOL/COMMUNITY RELATIONS COLLABORATION
This is a study of the strategies and design models for school, faculty, family and community collaboration. Students collaborate on a survey study of school/community relations resulting in a diagnosis of school culture and the design of a school action plan for improving school, family, and community relations.
5313. RESEARCH-BASED INSTRUCTION-SUPERVISION OF LEARNING
This course will emphasize data driven research-based strategies for increasing student achievement, models of successful instruction to help teachers/administrators plan, and techniques for implementation of school effectiveness programs. Students will examine and research the means available for measuring and diagnosing individual learning needs and styles, selecting alternative learning materials for diverse and disadvantaged student populations, and creating learning environments that promote student success, teacher collaboration. Students will take on the role of instructional supervisor to analyze case studies and explore possibilities for effective instruction in a variety of scenarios. Ten (10) classroom hours of observation are required for certification students only.

5321. SCHOOL BASED OPERATIONAL STRATEGIES
This course will examine the variables affecting public school operations and management. 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 teacher or administrative leadership. Emphasis will be on researching and assessing current educational practices and developing strategies for improvement.

5323. LEARNING THEORY - CHILD DEVELOPMENT
This is a study of the incidence, prevalence, etiology, and characteristics of the student learning styles and intelligences and the relationship to child development. Learning theory will be explored as a catalyst for educational change. Students will explore child development stages, transitions, and impact on learning related to their teaching field and level.

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.

5340. ADVANCED DIAGNOSTIC AND CORRECTIVE READING
This course provides an in-depth study of assessment and teaching techniques for diagnosing and treating reading problems. The goal of this course is to provide learners with an opportunity to acquire competencies for evaluating, planning, and organizing reading instruction for students with reading difficulties. The course progresses through the process of corrective reading beginning with the initial recognition of struggling readers to the prescriptive stage of applying research-based strategies for each component of reading to the design of a school wide program for the improvement of reading proficiency.

5341. DISCIPLINARY LITERACY RESEARCH-R
In this course students will become proficient in the art and science of using disciplinary literacy to effectively learn in a variety of content areas. Students will review current research on disciplinary literacy, explore materials and methods, and create a toolkit of reading strategies to assist learners with reading proficiency across the curriculum. Students will develop a research study and present research in a conference format.
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.

6301. SCHOOL LAW
This course explores the role and responsibility of the school as a social 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 and special education legal issues.

6302. EDUCATION THEORY AND LEADERSHIP
This course is an introduction to the roles and tasks of positions in educational administration. Topics studied include leadership image, effective communication, time management, motivation techniques, problem solving, delegating, and other current theories and issues which increase the performance of administrative and instructional leadership and benefit the school community.

6303. HUMAN CAPITAL PUBLIC SCHOOL POLICY
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 PRINCIPALSHIP AND ADMINISTRATIVE INTERNSHIP PRACTICUM I
The Principalship course plus Administrative Practicum (up to 80 clock hours) requires that the candidate secure a state accredited campus and mentor. A University field supervisor will guide the principal candidate and mentor through competency based practicum activities and requirements. The Principalship course is designed to prepare the candidate for the first year principal responsibilities and duties. Course work will include professional development, and analysis of school culture and climate, and relevant projects aligned with TEA required principal competencies. The benchmark for completing Practicum I will be the successful completion of a practice Principal Certification Exam and all standards aligned internship activities as approved by the site supervisor and field supervisor. Candidates will be formally observed and evaluated a minimum of three times over the period of Practicum I and II. Prerequisite: Enrollment in Principal Certification Program.

6305. INSTRUCTIONAL LEADERSHIP
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 instructional program, training faculty and implementing best practices for student learning, designing a district improvement and professional growth plan, and developing principal competencies in the area of curriculum and instructional leadership. Course also helps prepare principal candidates for the state certification exam and includes an overview of T-TESS and TP-PESS evaluation criteria and procedures. Corequisites: EDUC 6301, 6303, and 6312.
6306. THE PRINCIPALSHIP AND ADMINISTRATIVE INTERNESHIP PRACTICUM II

The Principalship course plus Administrative Practicum (up to 80 clock hours) 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 activities and requirements. The practicum will require relevant projects aligned with TEA required Principal competencies. The benchmark for completing Practicum II will be the successful completion of a practice Principal Certification Exam (if not successfully completed in Practicum I) and passing the TExES Principal Certification Objective Exam and all standards aligned internship activities as approved by the Site Supervisor. Candidates will be formally observed and evaluated a minimum of three times over the period of Practicum I and II. Prerequisite: EDUC 6304 and concurrent enrollment in 6310.

6310. EDUCATION PRINCIPAL TEST PREPARATION

The Principal Test Preparation Course is a required course for the principal certification program and provides additional tutoring in testing skills and a standards aligned review of TExES state exam 068 and the PASL. Candidates must be concurrently enrolled in EDUC 6306. Prerequisite: Enrollment in Principal Certification Program and successful completion of EDUC 6304.

6312. EDUCATIONAL LEADERSHIP FOR SCHOOL EFFECTIVENESS & LEARNING PERFORMANCE

This course includes the study of major administration theories and the impact of management and leadership on school effectiveness and performance. Candidates will articulate a vision and design and implement a plan for an effective school that is focused on student learning based on the CCRS within the structure of Texas public school systems. Participants will identify the elements of an effective school and explore models of school improvement, how to use instructional rounds, and data driven instruction. Participants will develop strategies for day-to-day practice 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.

6604. THE PRINCIPALSHIP AND ADMINISTRATIVE INTERNESHIP

The Principalship program (3 semester hours) plus Administrative Practicum (160 clock hours) requires that the candidate secure a state accredited campus and principal mentor. A University Field Supervisor will guide the principal candidate and mentor through competency based practicum activities and requirements. The Principalship course is designed to prepare the candidate for first year principal responsibilities and duties. Coursework will include professional development, an analysis of school culture and climate, and relevant projects aligned with TEA required principal competencies.

The Administrative Practicum consists of Practicum I (80 hours) and Practicum II (80 hours). The Benchmark for completing Practicum I will be the successful completion of a practice Principal Certification Exam followed by the successful completion of the TExES Principal Certification exam. Candidates will be formally observed and evaluated a minimum of three times. Prerequisite: Enrollment in Principal Certification Program.

ENGINEERING (ENGR)

Schreiner University offers courses leading to a Bachelor of General Studies degree with a major in Applied Science. As part of this dual degree program students will pursue upper-division coursework in any branch of engineering technology to complete two bachelor’s degrees in four-five years (depending on the major and engineering university chosen). See description of the dual degree plan under “Special Programs”.

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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.

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 3301, 3307, but including ENGL 3321, 3330, 3334, 3351, 3360, 3361, 3365, 3372 and 4399.

Students seeking teacher certification in English should consult the Teacher Education section of this catalog for specific course selection.

Placement in English courses is based on English placement assessment.
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 and 1302.

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.

3308. GRAMMAR AND SYNTAX
This is a study of standard written English, emphasizing sentence, paragraph, and essay construction, usage, grammatical expression, revision, and style. The course includes a thorough review of the parts of speech, the traditional rhetorical modes, and literary and rhetorical terminology. Prerequisite: ENGL 1301, 1302.

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.

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, MUSC 1303, RELI 1322, 1331 or an approval travel to Europe. In addition 12 hours from: FIN 3371, HIST 3319, 3327, 3328, 3331, RELI 3321, ENGL 3330, 3334, 3371, or POLS 3384.

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, 3324, 3326, 4323, 4325, 4327, 4322, 4122, 4326, and 4126.

For Pre-professional: BIOL 3360, 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 stadia.
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, 2331, 3350, EXSI 1301, 2302, 2305, 2310, 3320, 3323, 3330, 3340, 3341, 3345, 3350, 3398, 4330, 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.

2204. 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.

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.
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.

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 & 3106. Prerequisite: BIOL 2301 & 2101, 2302 & 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 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 biomechanical 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 2401, 2402 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 2401 & 2402.

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 under-
standing 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 event 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.

3398. INTERNSHIP IN EXERCISE SCIENCE
This course is designed to provide practical/clinical experiences to the non-teacher certification Exercise Science major. 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.

4126. EXERCISE TESTING-PRESCRIPTION LAB
Required concurrent lab for EXSI 4326.

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 ventilatory threshold, parameters of muscular strength and EKG stress testing, among others. Concurrent enrollment in any of the prerequisites is not allowed. Prerequisite: BIOL 2301 & 2101, 2302 & 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. APPLICATION OF RESEARCH METHODS - 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 3310, BSAD 4321, BSAD 4331, BSAD 4342, BSAD 4351, FIN 3362, FIN 3363, FIN 3364, FIN 3365, FIN 4361, FIN 4362, FIN 4364, FIN 4366, and FIN 4398.

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.

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.

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. Prerequisite: None.

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 & 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 & 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 pro-
posed 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.

GLOBAL STUDIES

A minor in Global Studies includes at least 6 hours from these courses: ART 2340, ART 2341, ENGL 2341, ENGL 2340, HIST 1350, HIST 1351, POLS 2303, RELI 1320 or Foreign Language, Travel and/or Study Abroad; at least 12 hours from the following: COMM 3320, COMM 4310, HIST 3352, HIST 3361, IDST 4340, MGMT 3340, MKTG 3322, POLS 3372, POLS 3382, SPAN 3310, THRE 3301.

Up to 6 hours upper level not listed but contracted and approved by Global Studies Program Coordinator may be taken.
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 from the following:

1. At least 6 sem. hours from: HIST 3319, 3327, 3328, 3331
2. At least 6 sem. hours from: non-U.S., non-European 3352, 3361, 3318, 3342
3. At least 6 sem. hours from: HIST 3304, 3305, 3307, 3311, 3313, 3315, 3341, 3395
   HIST 4360 or 4399 is required.
   Plus 9 hours to total 30 advanced hours.

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.

3304. REVOLUTIONARY PERIOD IN AMERICA, 1763-1789
This course will provide students an in-depth knowledge of how 13 British colonies transformed into unified nation of 13 independent states during the latter half of the eighteenth century. Students will study why Great Britain, in the wake of the Seven Years’ War, sought to increase its imperial oversight of its 13 colonies in North America; students will study the agitation aroused by American resistance to increased British taxation; they will discuss the outbreak of the Revolutionary War in 1775; they will come to understand how the conflict resembled a civil war just as much as it did a struggle against the British; students will discuss the intellectual undercurrents that drove the movement toward the declaration of independence in 1776; they will discuss the difficulty of administering 13 independent states under the Articles of Confederation; they will discuss the debate over the U.S. Constitution, and how the adoption of that document by 1789 laid the framework for a stronger federal government.

3305. UNITED STATES CONSTITUTIONAL HISTORY
This course is a constitutional study of the United States with emphasis on those Supreme Court decisions that have altered the social, economic, and political institutions of American society from 1781 to the present. Prerequisite: HIST 1301/1302 or consent of instructor.

3307. CIVIL WAR ERA
This is an in-depth causal analysis of the Civil War and the tensions generated from the Reconstruction era. Prerequisite: Junior standing or consent of instructor.

3311. TOPICS IN U.S. HISTORY FROM 1945
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., The Vietnam War, The U.S. and the Cold War, and American Popular Culture, 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.

3315. ORIGINS OF MODERN AMERICA, 1870-1945
This course is an examination of key moments, historical actors, and trends in the United States from 1870 to 1945. Special emphasis will be given to the Gilded Age, the Progressive Movement, the Great War, the Great Depression, the New Deal, and World War II. Prerequisites: HIST 1302 or consent of instructor.

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. EUROPE, ANCIENT TO MEDIEVAL
This course will provide an overview of the political, diplomatic, social, and cultural history of Europe from prehistory to the fourteenth 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, North and East European cultures and society, and the development of European Christianity. It will conclude with an overview of the Medieval Period, and set the stage for the shift into modern European history.

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.

3341. READINGS IN 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. Prerequisite: 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.

3395. READINGS IN U.S. HISTORY
This course is an in-depth analysis of American history from the colonial period to contemporary times based on the reading of significant historical texts. Prerequisite: Junior standing or consent of instructor.

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.

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.

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.

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 Fall 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 & 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.

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 42 hours in related advanced major field courses.

A Major in Management consists of the following upper level courses: BSAD 3310, BSAD 4321, BSAD 4331, BSAD 4342, BSAD 4351, MGMT 3334, MGMT 3340, MGMT 3350, MGMT 4330, MGMT 4398, and MKTG 3310, MKTG 3335, MKTG 3336, MKTG 3337.

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. See PSYC 3350.

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.

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 42 hours in related advanced major field courses.
A Major in Marketing consists of the following upper level courses: BSAD 3310, BSAD 4321, BSAD 4331, BSAD 4342, BSAD 4351, MKTG 3310, MKTG 3321, MKTG 3322, MKTG 3323, MKTG 4322, MKTG 4323, MKTG 4324, MKTG 4332, and MKTG 4398.
A Minor in Marketing consists of: BSAD 1301, MKTG 2340, MKTG 3321, MKTG 3322 and 6 hours from MKTG 4322, MKTG 4323, MKTG 4324 or MKTG 4332.

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 tech-
ologies 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.

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.

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, decided 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. 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.

4332. RETAIL MANAGEMENT
This is a study of the management practices typically employed in selling the retail enterprises. The basic functions of merchandising, promotion, supply-chain, control, and other activities involved in the sale of services and goods to consumers are examined from an operational perspective. Prerequisites: MKTG 2340, MGMT 2341, FIN 2342, ACCT 2301, and ACCT 2302.

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
This course explores and determines the options available to managers and marketing personnel in navigating, discovering, developing, and growing the online markets. Topics include domestic ethnic markets, linguistic and cultural adaptation to local markets, how to maximize the use of the Internet and multi-media technology, collaborative strategies, organizational models for global efforts, basic issues with international taxation and laws, core technical obstacles, and outsourcing strategies. Students will develop a multi-media Internet plan designed to penetrate a global market. Course may be coupled with optional travel. Prerequisites: Admission to MBA program.

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. French or German is recommended as foreign language.
The major in Mathematics consists of 25 advanced hours.

For the B.A. degree: MATH 2330, 2422, 2423, 3301, 3310, 3312, 3313, 3324, 3425, and 4393, plus 9 advanced hours. PHYS recommended as electives.

For the B.S. degree: MATH 2330, 2331, 2422, 2423, 3310, 3312, 3313, 3324, 3425, and 4393, plus PHYS 2425, 2426, CIT 2410.

NOTE: If a student is not prepared to enroll in MATH 2422 and MATH 2423 in his freshman year, he should enroll in MATH 1310 or MATH 1321. In this event the student should then enroll in MATH 2422 and MATH 2423 in sequence the next two semesters.

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. 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 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 either of these: (1) MATH 1311, or (2) MATH 2422. If they are not prepared, they should take MATH 1310 first.

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.

0303. ALGEBRA REVIEW
This is a review of high school algebra, including problem solving with real numbers, linear and quadratic equations, fractions and graphing, polynomials, factoring, exponents, and radicals. Prerequisite: Satisfactory performance on math placement assessment. This course does not satisfy degree requirements.

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: Satisfactory completion of MATH 0401 or MATH 0303 or 2 years of high school Algebra and ACT 18 or SAT 470.

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: Satisfactory completion of MATH 0401 or 0303 or ACT 18 or SAT 470 and 2 years of Algebra.

1311. (1324) FINITE MATHEMATICS
This is a study of sets, mathematics of finance, matrices, inequalities and linear programming, combinatorics, probability distributions and 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.

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.

2331. 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.

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: 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 and junior standing or consent of instructor.

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.

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.

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 equa-
tions; numerical linear algebra; solution of ordinary differential equations; computer applications when appropriate are studied in this course. Prerequisite: MATH 2423.

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, 2331, 3312, 3313, 3324, 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 2200 Vesalius, PHIL 2313, PSYC 2300, SOCI 2304 and at least 9 hours from the following: COMM 4320, ENGL 3315, IDST 3372, PBHL 4355, PBHL 4374, or PSYC 4320.

MILITARY SCIENCE (MILT)

1301. INTRODUCTION TO THE ARMY AND CRITICAL THINKING
This course introduces Greystone students to the personal challenges and competencies that are critical for effective leadership and communication. Students will learn how the personal development of life skills such as cultural understanding, goal setting, time management, stress management, and comprehensive fitness relate to leadership, officership, and the Army profession. As students become further acquainted with MILT 1301, they will learn the structure of the ROTC Basic Course program track; Fall and Spring Leadership Labs; and CIET. The course focus is on developing basic knowledge and comprehension of Army leadership dimensions, attributes and core leader competencies while gaining an understanding of the ROTC program, its purpose in the Army, and its advantages for the student. This course has an integrated lab requirement.

1302. INTRODUCTION TO THE PROFESSION OF ARMS
This course introduces Greystone students to the professional challenges and competencies that are
needed for effective execution of the profession of arms and Army communication. Through this course, students will learn how Army ethics and values shape the U.S. Army and the specific ways that these ethics are inculcated into U.S. Army culture. This course will explore the Seven Army Values and the Warrior Ethos; investigate the Profession of Arms and Army leadership as well as an overview of the U.S. Army; gain practical experience using critical communication skills. This course has an integrated lab requirement.

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 1304, 1305
- MUSC 1102, 1113, 2102, 2103, 2106, 2107, 3103 - 6 hours
- MUSC 1110, 1111, 2105 or 4105

Plus 24 advanced hours:

- MUSC 3104, 3109 - (6 hours)
- MUSC 3301, 3302, 3305, 3307, 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, 4370 or 4398.

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.

1110. SIGHT-SINGING AND EAR TRAINING I
This is singing intervals and simple rhythms from the score, singing simple melodies, learning melodic and rhythmic dictation.

1111. SIGHT-SINGING AND EAR TRAINING II
This is singing melodies and rhythms, including melodies with chromatic alterations, compound meters, less familiar metric groupings, dictation in more than one part. Prerequisite: MUSC 1110.

1113. CHAMBER STRING ENSEMBLE
Schreiner University Chamber Ensemble incorporates rehearsal, practice, and the study of string
repertoire including performing in the primary campus String Ensemble. The course will include training in instrumental string techniques and musicianship. The Ensemble will represent Schreiner University on recruiting trips and will perform at local area events to promote the University and the Department of Music. Three hours of weekly rehearsal is required. May be repeated for credit. Prerequisite: Chamber Ensemble is open to all Schreiner University students by audition.

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.

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.

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
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.

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 QUARTET
The String Quartet/Trio will meet for two hours once a week. Students will be exposed to and prepare chamber music of various genres of music. Students will be coached by the instructor and by guest artists. The quartet will perform at various community and Schreiner University events to help promote the music department, music education, and Schreiner University.

2304. INTRODUCTION TO 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. Prerequisite: None.

3103. ADVANCED ORCHESTRA
The Symphony of the Hills Orchestra is a professional orchestra showcasing the talents of advanced-level string, brass, woodwind, and percussion students and professional musicians. Advanced students may request an audition to participate and perform in the prominent Hill Country concert series held in the Cailloux Theatre in downtown, Kerrville, TX. The Symphony of the Hills Orchestra rehearses once a week and practices various musical compositions in preparation for musical performances given throughout the academic year. This course entails rehearsal, practice, and performance with the Orchestra; may be repeated for credit. Prerequisite: Audition with Orchestra Director. Concurrent enrollment with MUSC 1113.

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.

3203. 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 and repair. Prerequisite: None.

3204. INSTRUMENTAL METHODS - WOODWINDS
Instrumental Methods - Woodwinds covers the basic learning of, and how to teach each of the woodwind instruments – clarinet, flute, oboe, bassoon, and piccolo. The study of various concepts and pedagogy methods will be investigated along with basic instrumental maintenance and repair. Prerequisite: None.

3205. 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 and repair. Prerequisite: None.

3206. 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 repair, and the study of various concept books and pedagogy methods. Prerequisite: None.

3207. ENSEMBLE PEDAGOGY TECHNIQUES
This course is designed to introduce students to the fundamental principles of effective intrumental 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 responsibilites 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 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 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. TEACHING CHILDREN MUSIC
This course studies specific techniques and materials for developing a child’s understanding of and skills in music. Focus is on the home and classroom, not private studio teaching. Prerequisite: 6 hours music or consent of instructor.

3305. BEGINNING CONDUCTING
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.

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.

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 Program is 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.

3201. PROFESSIONAL NURSING CONCEPTS
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. Course content includes the nature and history of professionalism and processes underlying professional nursing, basic concepts of health and illness, and ethical and legal issues in nursing practice. Prerequisite: Admission to BSN program.

3202. NURSING RESEARCH-EBP
The purpose of this course is to examine the role of research in professional nursing. The value of research-based knowledge as a means to promote quality patient care, the use of the research process as a means to evaluate qualify of care and the role of evidence-based practice in the development of nursing intervention strategies will also be examined. Prerequisite: Successful completion of semester one of BSN program.
3203. FOUNDATIONS OF NURSING
This course is an introduction to the philosophy and theory of nursing; nursing history and professional organizations; patient assessment, the nursing process; critical thinking and clinical judgment. The student will develop the foundation for providing direct patient care through skills in communication, assessment, vital signs, activities of daily living, and providing for patient safety, and related technical nursing skills needed to meet patient needs.

3204. FOUNDATIONS OF PROFESSIONAL NURSING CLINICAL
This course is an introduction to the philosophy and theory of nursing; nursing history and professional organizations; patient assessment, the nursing process; critical thinking and clinical judgment. The student will develop the foundation for providing direct patient care through development and practice of skills in communication, assessment, vital signs, activities of daily living, and related technical nursing skills needed to meet the patient needs of the adult experiencing health problems in a compassionate, ethical, and safe manner within a variety of settings.

3205. CARE OF ADULT I CLINICAL
This course focuses on advancing the students ability to use critical thinking in applying theoretical principles and requisite knowledge and skills to function more independently in application of the nursing process directed at health restoration, health promotion, and health maintenance for the adult experiencing low to moderate health conditions within the healthcare setting.

3301. PHARMACOLOGY
The purpose of this course is to introduce the basic concepts of pharmacotherapy and the scientific basis of pharmacotherapeutics, including various ethical and legal guidelines for the nursing profession. Emphasis will be placed on the role of drug therapy in health promotion and in the prevention and treatment of specific disease processes. The role of the professional nurse in drug therapy and the customization of drug therapy to individuals will also be addressed. Prerequisite: Admission to BSN program.

3303. CHRONIC HEALTH NURSING
The purpose of this course is to focus on patients experiencing chronic illness and the effects of those illnesses on the patients and their families. The clinical setting offers the opportunity for the student to manage chronic illness by applying the nursing process in a customized plan of care that is developed in partnership with the patient and their significant other that is based on individualized needs of that patient and their significant other. Prerequisite: Concurrent registration NURS 3313. Successful Completion of Semester One (BSN Program) (3)

3306. PHARMACOLOGY AND PATHOPHYSIOLOGY
This course focuses on the major classifications of pharmacology with emphasis on pharmacotherapeutic actions, related pathophysiology, and clinical applications for patient across the lifespan. The course includes legal, ethical, and regulatory parameters related to medication administration.

3313. CHRONIC HEALTH NURSING CLINICAL
The student will demonstrate professional nursing skills and scholarship will be developed by means of critical thinking and the application of theoretical concepts to clinical practice and scholarly writing. Prerequisite: Concurrent registration with NURS 3303. Successful Completion of Semester One (BSN Program) (3) S/U

3405. CARE OF ADULT I
This course focuses on application of theoretical principles regarding holistic care of the diverse adult within various settings who are experiencing health problems of low to moderate severity. The ANA Standards of Care and the ANA Code of Ethics provide the framework for this nursing care.
3501. MENTAL HEALTH NURSING

The purpose of the course is to focus the therapeutic use of self in the care of patients who are experiencing mental health transitions. Disease process and therapeutic modalities are utilized and integrated into customized care plans. Therapeutic relationships and customized nursing process utilizing cultural sensitivity will be implemented in the clinical setting with individuals and families experiencing mental health issues. (2-3). Prerequisite: Successful completion of semester one of BSN program.

3601. CHRONIC HEALTH NURSING

The purpose of this course is to focus on patients experiencing chronic illness and the effects of those illnesses on the patients and their families. The clinical setting offers the opportunity for the student to manage chronic illness by applying the nursing process in a customized plan of care that is developed in partnership with the patient and their significant other that is based on individualized needs of that patient and their significant other. The student will demonstrate professional nursing skills and scholarship will be developed by means of critical thinking and the application of theoretical concepts to clinical practice and scholarly writing. Prerequisite: Successful completion of semester one of BSN program.

3801. MEDICAL SURGICAL NURSING

The purpose of this course is to provide an introduction to the role of the professional nurse in providing basic nursing care to adults. Utilizing integrated learning experiences, the effect of the sick role and the process of adaptation of individuals and their significant others are analyzed. The clinical practicum setting, which is based upon health assessment principles, will provide an opportunity to plan, implement, and evaluate customized care in partnership with individuals and their significant others in a variety of environments. Emphasis is placed on the process and application of critical thinking skills, health assessment principles and skills, planning and providing appropriate nursing interventions and basic psychomotor skills. (3-5). Prerequisite: Admission to BSN program.

4103. NURSING LEADERSHIP AND MANAGEMENT CLINICAL

Students are provided the opportunity to partner with leaders and managers in the clinical practicum setting to explore and influence health care delivery system issues that affect quality of care. Prerequisite: Concurrent registration in NURS 4303. Successful Completion of Semester One and Two (BSN Program) (2) S/U

4104. COMMUNITY HEALTH NURSING CLINICAL

Utilizing a leader/manager role as a partner in community health, the student will be provided the opportunity to collaborate with various agencies/institutions and health care delivery systems. Prerequisite: Concurrent registration with NURS 4404. Successful Completion of Semester One, Two and Three (BSN Program) (3) S/U

4201. PROFESSIONAL NURSING ISSUES AND ETHICS

The purpose of this course is to examine ethical and professional issues and corresponding laws affecting the individual, and practice of professional nursing, and the nursing profession utilizing concepts of autonomy, accountability and advocacy. Prerequisite: Successful completion of semester one, two, three of BSN program.

4303. NURSING LEADERSHIP AND MANAGEMENT

The purpose of this course is to focus on the role of the professional nurse as a leader and manager in the collaborative design and delivery of customized health care. Traditional management theories and practices are examined utilizing a strong emphasis on the development of transformational leadership, including the organization, planning, staffing, directing and controlling of various resources in today’s diverse health care systems. Prerequisite: Concurrent registration with NURS 4103. Successful Completion of Semester One and Two (BSN Program (2)
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
This course 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, and 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. Acceptance into the RN and BSN program.

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.

4401. MATERNAL CHILDBIRTH NURSING
The purpose of this course is to focus on the application of nursing theories to the nursing care of women and childbearing families. Emphasis is placed on the professional nurse’s partnership role with women and childbearing families and other healthcare professionals in the provision of healthcare. This course also examines ethical and legal issues that are related to reproduction and to newborn nursing practice as well as various issues related to women’s health care continuum including the childbearing years. (2-2). Prerequisite: Successful completion of Semester One and Two (BSN program)

4402. PEDIATRIC NURSING
The purpose of this course is to focus on the application of nursing theories to the nursing care of children and their families. Emphasis is placed on ethical and legal issues related to the nursing care of childrearing families and the nurse’s partnership role with children and their families and with other healthcare professionals in the provision of care. (2-2). Prerequisites: Successful completion of Semester One and Two (BSN program)

4403. NURSING LEADERSHIP AND MANAGEMENT
The purpose of this course is to focus on the role of the professional nurse as a leader and manager in the collaborative design and delivery of customized health care. Traditional management theories and practices are examined utilizing a strong emphasis on the development of transformational leadership, including the organization, planning, staffing, directing and controlling of various resources in today’s diverse health care systems. Students are provided the opportunity to partner with leaders and managers in the clinical practicum setting to explore and influence health care delivery system issues that affect quality of care. (2-9). Prerequisite: Successful completion of Semester One and Two (BSN program)

4404. COMMUNITY HEALTH NURSING
The purpose of this course is to focus on the role of nursing in establishing partnership with communities, with emphasis on customizing therapeutic care in order to protect, promote and restore optimal community health. The student will be given the opportunity in the clinical setting to deliver community health care across all levels of prevention and to explore the planning and implementation of customized community health programs. Prerequisite: Concurrent registration NURS 4104. Successful Completion of Semester One, Two and Three (BSN Program) (2)

4501. COMMUNITY HEALTH NURSING
The purpose of this course is to focus on the role of nursing in establishing partnership with communities, with emphasis on customizing therapeutic care in order to protect, promote and restore optimal community health. The student will be given the opportunity in the clinical setting to deliver quality community health care across all levels of prevention and to explore the planning and implementation of customized community health programs. Utilizing a leader/manager role as a partner in community health, the student will be provided the opportunity to collaborate with various agencies/institutions and health care delivery systems. (2-10). Prerequisite: Successful completion of Semester One, Two, Three (BSN program)

4601. ACUTE CARE NURSING
The purpose of this course is to focus on nursing care of individuals across the life span that are requiring complex nursing judgment and interventions. The student will be given the opportunity to
develop their clinical nursing skills in varied environments, including acute care settings in partnership with patients and other professionals. (3-3). Prerequisite: Successful completion of Semester One, Two, Three (BSN program)

PHILOSOPHY (PHIL)

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.
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.

1101. COLLEGE PHYSICS I LAB
Required concurrent lab for PHYS 1301.

1102. COLLEGE PHYSICS II LAB
Required concurrent lab for PHYS 1302.

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 & 1101. Concurrent enrollment in lab PHYS 1102 required.

2125. UNIVERSITY PHYSICS I LAB
Required concurrent lab for PHYS 2325.

2126. UNIVERSITY PHYSICS II LAB
Required concurrent lab for PHYS 2326.

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 & 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 three tracks of study: American government or international relations 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 POLS 2301 plus:

American Government Track: POLS 2302, 3310, 3320, 3330, 3340, 4397, HIST 3305 and six hours upper level POLS.

International Relations Track: POLS 2302, 2303, 3310, 3320, 3372, 3373, 3382, 3383, 3384, 3385, 4399 plus 4 semesters of a foreign language.

Pre-Law Track: BSAD 3310, 3311, POLS 3320, 3330, 3340, 3352, 4399 and 6 hours upper level POLS.

Students wishing to earn a minor in Political Science must take POLS 2301, 2302 and complete an additional 12 advanced semester hours from the following: POLS 3305, 3310, 3320, 3330, 3340, 3350, 3360, 3370, or 4370.

The International Relations Minor: 18 hours, HIST 1351, POLS 2303 and 12 hours from POLS 3310, 3372, 3373, 3382, 3384 or 3385.

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
Constitutions and organizations of the United States and Texas governments are the focus of this course. The examination includes both the U.S. and Texas Constitutions, understanding the functions of the executive, legislative, and judicial branches as well as the bureaucratic process. Additional topics scrutinized are voting behavior, interest group influence and activities, and other aspects of the body politic in America and Texas.

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 is a survey of international variations in culture, politics, economics, and physical geography and how these variations affect interaction among the peoples of the global community.

3310. THE AMERICAN PRESIDENCY
The American presidency is a most profound institution. In this course the constitutional basis, structure, powers, functions, and responsibilities are examined. Additionally, the various management styles and leadership aspects exercised by presidents are explored. Prerequisites: POLS 2301, 2302 or consent of instructor.

3320. CONGRESS AND THE LEGISLATIVE PROCESS
A systematic study of the factors involved in the framing and enactment of statutory law and activities of the Congress of the United States are investigated. Special attention is given to the internal workings of committees and subcommittees of both houses of Congress. Prerequisites: POLS 2301, 2302 or consent of instructor.
3330. THE JUDICIAL PROCESS
This introduction to American law and legal procedure inculcates a basic understanding of the organization of the legal profession; state and federal judicial processes; instruments of judicial power; reasoning, behavior, and impact of judicial activity. Prerequisites: POLS 2301, 2302 or consent of instructor.

3340. THE ADMINISTRATIVE PROCESS
This course serves as a prologue to the field of public administration. The principles of administrative organization; distribution of administrative functions together with the structure of governmental change as public policy is carried out are the areas of concentration in this course. Prerequisites: POLS 2301, 2302 or consent of instructor.

3350. INTRODUCTION TO POLITICAL SCIENCE, RESEARCH AND WRITING
In this module, a review in the methods of and approaches to the study of politics and their underlying assumptions as they apply to the major concepts of the discipline are explored. The use of quantitative analysis research and writing techniques are examined. Prerequisites: POLS 2301 and MATH 1310, or consent of instructor.

3351. SOCIAL AND POLITICAL PHILOSOPHY
This is a study of philosophical theories about how society and its institutions should be arranged, including a study of Hobbes, Locke, Rousseau, Marx, and contemporary writers. Topics include democracy, communism, fascism, anarchism, and utopianism. Prerequisites: Junior standing and either HIST 1351, one philosophy course, or consent of instructor.

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. See RELI 3361.

3370. POLITICS AND THE MEDIA
The role of the media in the political process is examined. Special emphasis will be placed on the history of and techniques employed by the media in public policy areas as well as the election process. Prerequisites: POLS 2301, 2302 or consent of instructor.

3371. POLITICAL SCIENCE RESEARCH METHODS
The purpose of this course is to provide students with an understanding of how to conduct social science research. While students will be introduced to an array of quantitative and qualitative research methodologies (e.g. formal modeling, case studies, discourse analysis, etc.), the primary focus of this course will be to show students how to conduct quantitative research that utilizes statistical techniques. In terms of the statistical analysis, this course will take an applied approach that utilizes SPSS. Students will learn a variety of statistical techniques such as crosstabulations, compare means, t-tests, analysis of variance, and linear regression. Most importantly, students will learn when to use these techniques and how to interpret them. Prerequisite: POLS 2301 or POLS 2303.
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 contemporary 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: None.

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.

3382. COMPARATIVE INTERNATIONAL POLITICAL SYSTEM
This is an overview of the world’s political cultures, systems, behavior and institutions. The objective is to develop a background with which to assess and explain differences in political culture, governmental structures and political behavior, and to appreciate the effects these factors have on international relations. Prerequisite: POLS 2303 or consent of instructor.
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 multinational 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 which provides the student with professional experience and the opportunity to apply prior learning at an advanced level. May be repeated. Prerequisite: POLS 2301, junior standing and consent of instructor.

4370. TOPICS IN POLITICAL SCIENCE
This is selected topics in the field of political science. Topics will vary; course may be repeated when topics vary. Prerequisite: POLS 2301

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 study 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.

4397. SENIOR SEMINAR IN POLITICAL SCIENCE
This course is a capstone experience in the government track for students seeking a major or minor in political science. It examines areas of political action in which the student is challenged to exhibit significant knowledge and understanding from his previous political science coursework. Prerequisites: Students who completed 15 hours in the POLS government track are eligible to enroll with the consent of instructor. Students who have completed 24-27 hours in POLS must complete this course, or have a publication in a peer reviewed journal (either published or accepted for publication by the appropriate deadline) to be eligible for a degree in Political Science.

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 24 advanced Psychology hours, including:
- at least 3 semester hours from PSYC 3303, 3304
- at least 3 semester hours from PSYC 3310, 4330, 4340
- at least 3 semester hours from PSYC 3305, 3306, 3330, 4307
- and PSYC 3360, PSYC 3361, and either PSYC 4397 or 4399.

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.

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.

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.

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 or consent of instructor and junior standing. See MGMT 3350.

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 junior standing.

3361. RESEARCH METHODS II
This course is the second of a two-part sequence. The student will learn to use parametric and non-parametric 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.

4340. BIOLOGICAL BASIS OF BEHAVIOR
This course examines the relationship of the human body’s neurological and hormonal systems to behavior and experience. A major emphasis is placed on brain structures and functions and a broad spectrum of psychological phenomena including learning, memory, perception, communication, appetitive and survival behaviors, and psychological disorders. In addition, a survey of behavioral genetics research across content areas in psychology will be covered. Prerequisite: 15 completed hours in psychology or senior standing.

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.
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 settings 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.

4399. SENIOR PROJECT IN PSYCHOLOGY
This is an independent capstone research investigation culminating in a senior thesis or comparable senior project.

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, 3471, 4374, 4397 and 4355 and BIOL 3314, 3114.

A minor in Public Health must choose at least 6 hours from the following courses: BIOL 1102/1301, BIOL 2301/2102, BIOL 1103/1302, BIOL 2302/2102, BIOL 2331, MATH 1310, or SOC1 2304 and includes the following upper level classes: PBHL 3371, PBHL 3372, PBHL 3373, and PBHL 3374/3174.
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.

3471. 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 & PBHL 3373.
READING (RDNG)

3306. FOUNDATION IN READING
This course is designed to introduce the reading process to teacher education students. An emphasis is placed on beginning reading skills including phonics, phonemic awareness, fluency, oral and written communication, vocabulary, and comprehension. Candidates will learn how to create a print rich environment and create learning experiences based on Scientific Based Reading Research (SBRR) theories of reading education. Candidates will be introduced to multisensory intervention techniques that address students with dyslexia or dyslexic tendencies. Candidates will also become familiar with the Dyslexia handbook, and other resources for dyslexia and students with dyslexic tendencies. Candidates will understand the use of assessment, benchmarks, progress monitoring to address the reading needs of students EC-8, as well as determine students’ reading levels (Independent, Instructional, or Frustration). Candidates will learn the use of Readability Formulas in order to match the student with an appropriate text. Strategies for the struggling reader, ESL, and ELL student are included in this course. Applicable EC-12 PPR Standards and Technology, and Competencies for EC-6 Core Subjects and 4-8 Reading, Language Arts and the reading scope and sequence and understanding of the Texas Essential Knowledge and Skills (TEKS) and Implementation of Texas Essential Knowledge and Skills for Technology Applications for EC-8 will be addressed. Required for EC-6 Core Subjects, 4-8 Core Subjects, and 4-8 English/Language Arts.

3308. DIAGNOSIS AND REMEDATION 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.

3309. DISCIPLINARY LITERACY ACROSS THE CONTENT AREA
Disciplinary Literacy Across the Content Areas is a strategy-based course designed to include undergraduate research and promote reading and writing as motivational tools for learning across the curriculum. Using a hybrid instructional format, students will alternate between 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. 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. Multiple literacies will be explored including visual, media, and digital literacy. Five hours classroom observation. Prerequisite: Junior standing and admission to Teacher Education program.
3310. READING AND LANGUAGE ARTS

This pedagogy course serves as methodology training in the area of English Language Arts and Reading for EC-6, 4-8, and 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 ELA centers using applicable TEKS and CCRS standards. Training in instructional technology is also included along with visual literacy skills. This course requires 10 hours of classroom observation and a field experience internship in a local elementary school. 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. Requirement for EC-6 and 4-8 Core Subjects and ELA 4-8 and English 7-12 with Teacher Certification. Prerequisites: Junior standing and admission to Teacher Education Program.

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, global, multicultural and international publications, and historical and contemporary publishing trends. 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 address the Texas Essential Knowledge and Skills centered on developmentally appropriate processes for reading comprehension and writing using a transactional approach to reading based on constructivist research and theory. Prerequisite: ENGL 1301, 1302, and EDUC 2303 or consent of instructor.

4301. CLINICAL PRACTICES IN READING AND WRITING

This field-based course is designed to help teacher candidates acquire the necessary skills of teaching reading and writing from pre-kindergarten through the intermediate grades. This course will focus on the administration, analysis and interpretation of reading diagnostic procedures. Reading Interest Inventories, Benchmarks, and Progress Monitoring assessments results will drive the teacher candidate’s intervention plans and instructional techniques to facilitate reading success. Emphasis will be placed on diagnostic teaching strategies and integrating Science of Reading instruction and strategies to meet the needs and interests of struggling readers and writers. Teacher candidates will prepare lesson plans and activities with effective approaches for the learners understanding of reading and writing objectives. Scientific-Based Reading Research (SBRR) strategies will be incorporated for today’s diverse learners. 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. This course required a 10 hour supervised practicum at the Schreiner University Reading and Writing Academy. Candidates will write a case study that includes assessment data: student’s strengths and needs; and recommendations for further instruction. Candidates will conference with students and parents weekly to discuss student progress. Applicable EC-12 PPR Standards and Technology, and Competencies for EC-6 Core Subjects, 4-8 Core Subjects, and 4-8 Reading/Language Arts and the reading scope and sequence and understanding of the Texas Essential Knowledge and Skills for Technology Applications for EC-8 will be addressed. Required for EC-6 Core Subjects, 4-8 Core Subjects, and 4-8.

RELIGION (RELI)

Schreiner University offers courses leading to the degree of Bachelor of Arts with a major in Religion.

The study of religion 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, and PHIL 1301 into their program during their first two years, along with HIST 1350 and 1351.

The major in Religion requires 24 semester hours of advanced work, including RELI 4395, 4398 or 4399. Six semester hours of the 24 may consist of advanced philosophy courses.

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. See HIST 3321.

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. See POLS 3361.

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.

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)

Schreiner University offers courses leading to a minor in Spanish. The program is designed to give students an overview of Peninsular, Latin American and Hispanic American perspectives. As the literatures of these areas are examined, histories and cultures also will be examined. In order to acquire a minor in Spanish, students must take SPAN 2303 and 2304 and must complete an additional 12 advanced semester hours from the following: SPAN 3301, 3302, 3303, 3304, and 3305.

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.

A minor in Spanish and Latin American Studies consists of the following: SPAN 1401, SPAN 1402, SPAN 2303, SPAN 2304, SPAN 3310 and at least 9 hours from SPAN 3301, SPAN 3302, SPAN 3303, SPAN 3304, SPAN 3305, SPAN 4370, HIST 3352 POLS 3384 (Latin America), study abroad in a Spanish speaking country or upper level courses through Texas Learning Consortium. No more than 6 hours may be taken in a language other than Spanish. No more than 6 hours from those listed below, but must have contract and approval of Spanish and Latin American Studies Program Coordinator, COMM 3320, COMM 4310, IDST 4340, MGMT 3340, MKTG 3322, POLS 3372, POLS 3382, or POLS 3383.

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.

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 related 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 ten (10) hours observations and or service learning involving students with special needs. Prerequisite: EDUC 2303 or with the consent of the instructor.
SPORT COMMUNICATION

A minor in Sport Communication includes the following courses: EXSI 2310 and 3 hours from COMM 2322 or COMM 1101, COMM 2101, EXSI 1102, EXSI 2120. In addition, COMM 3360, EXSI 3350, EXSI 4360, plus 3 hours from COMM 3322, COMM 4350, EXSI 3325, or EXSI 3341.

TEXAS STUDIES (TXST)

A minor in Texas Studies includes the following courses: TXST 1301 and 15 hours, at least 12 hours upper level, from the following choices: ART 3340, HIST 2303, HIST 3341, POLS 3376, TXST 3320, 3321, 3330, 3340, 4305.

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 Empressario 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. (3-2)

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)
Schreiner offers courses leading to a Bachelor of Arts degree with a major in Theatre. The Theatre program supports the standards of liberal arts education expressed in the philosophy of the University. Both lower and upper level courses in theatre prepare students for careers in professional, educational, and community theatre programs, as well as further and more specific study in graduate theatre programs. Individualized instruction is emphasized in certain upper level theatre courses through internship opportunities, as well as performance responsibilities. This program emphasizes a strong, general foundation in theatre basics. Majors may pursue either a technical or performance theatre focus.

The major consists of 27 advanced hours in theatre including: THRE 3301, 3302, 3305, 3335, 4333, 4340, 4350 or 4351, 4370 or 4380, and 4398.

The Minor in Theatre: 21 hours, THRE 1301, 2301, 3301, 3302 and 9 hours from 3305, 3335, 4333, 4340, 4350, 4351, 4370 or 4398.

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. (2-1).

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 playwriting, 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.

3335. STUDIES IN SHAKESPEARE PERFORMANCE
An in-depth study of Shakespeare's plays examining various artistic and scholarly interpretations in performance. Studies in Shakespeare Performance incorporates language as action by applying basic acting principles to the demands of the Shakespearean text. This course blends lecture, discussion, and practical skill-based exercises and may include scholarly and/or creative projects. Meant for writers, and actors with or without experience in performance. Topics may vary but representative plays from the histories, comedies, and tragedies will be included. THRE 2301, 2302, 1301 and/or consent of instructor.

4333. PLAYWRIGHTING
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. ADVANCED STUDIES IN TECHNICAL THEATRE
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. ADVANCED STUDIES IN THEATRE PERFORMANCE
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 47 credit hours.

Semester I
VONR 1101 Personal/Vocational Relationships 1
VONR 1102 Nutrition/Diet Therapy 1
VONR 1401 Fundamentals of Vocational Nursing (Clinical) 4
VONR 1402 Body Structure/Function 4
VONR 1501 Basic Nursing Skills 5

Semester II
VONR 1103 Fundamentals of Medication Administration 1
VONR 1105 Normal Growth and Development 1
VONR 1201 Maternity Nursing and Care of the Newborn 2
VONR 1202 Pediatric Nursing 2
VONR 1203 Geriatric Nursing 2

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1101. PERSONAL/VOCATIONAL RELATIONSHIPS
This introduction to vocational nursing, includes information on vocational organizations, licensure, and publications. It guides the student in the development of a philosophy of nursing and provides an overview of legal, ethical 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/MENTAL ILLNESS
This course covers the basic principles of positive mental health as well as general aspects of psychiatric nursing care. Topics include: personality development, human emotions and behaviors, defense mechanisms, stress and the coping process, and the history of mental illness. Nursing care of the patient with mental illness will include discussion of various psychiatric conditions and various treatment modalities.

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. PSYCHIATRIC NURSING (CLINICAL)
This course is the clinical component to the Mental Health/Mental Illness course taught in the third
semester. Students will have opportunity to work with patients having mental disorders as well as addictive disorders and behaviors. Clinical sites are area facilities which specialize in the special care needs of these patients. Graded S/U.

1201. MATERNITY NURSING AND CARE OF THE NEWBORN
This course will focus on the normal child-bearing process from pregnancy through labor and delivery and the post-partum period. Complications as well as the impact of these for both mother and baby will be covered. Care of the normal newborn is also included in this 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.

1203. GERIATRIC NURSING
This course 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.

1301. CARE OF THE GERIATRIC PATIENT (CLINICAL)
This course is the clinical practice segment to correlate our 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. 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.

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.

1401. FUNDAMENTALS OF VOCATIONAL NURSING (CLINICAL)
Clinical practice for the first semester focuses on giving students opportunities to begin to develop basic nursing skills in patient care settings. Students begin their direct patient care in the long-term care facilities. This slower pace also allows students the benefit of developing good assessment skills which will assist them as they continue their nursing experience. Graded S/U.

1402. BODY STRUCTURE/FUNCTION
This course provides the student information regarding to normal structure and function of the human body from the cellular level to that of body systems. Provides a foundation for Nursing Skills, Medical-Surgical Nursing and Maternal-Child Nursing.

1403. PHARMACOLOGY
This course introduces basic drug classifications and examines drug side effects and nursing implications of specific drug therapy.
1501. BASIC NURSING SKILLS
This course is designed to introduce the beginning nursing student to a wide variety of basic nursing skills. It is the foundation course of nursing. Emphasis is placed on the utilization of scientific concepts and principles as a guide in developing competence in the performance of these skills. Included is material related to disease control and prevention. The nursing process is the foundation on which classroom and laboratory activities are based.

1503. CARE OF THE ADULT PATIENT (CLINICAL)
This clinical course correlates with our Advanced Nursing Skills and Medical/Surgical Nursing courses. The acute hospital setting provides the opportunities for our students to further develop their hands-on clinical skills as well as to enhance their practice and skill in using the nursing process in the fast-paced nursing environment. In addition to the medical/surgical units, students will have rotations through doctors’ offices and special care units such as the emergency room, intensive care units, operation rooms and post-anesthesia care unit. Graded S/U.

1601. MEDICAL/SURGICAL NURSING
This course builds on the knowledge of the healthy human body. The goal is first to achieve an understanding of the disease processes in nursing situations. It will focus on problem-solving with the use of the nursing process. The course will also cover the care of the adult patient with acute medical/surgical conditions. It will emphasize both patophysiology and psychosocial aspects of patient care needs. Topics will also include patient teaching, discharge planning, nutritional and pharmacological considerations.
Directory
## 2018-2019 Board of Trustees

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- **Chair:** Mr. T. Weir Labatt
- **Vice Chair:** Ms. Janet McKinney
- **Secretary:** Mr. Ron Tefteller

### Term Expiring 2019

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- Mr. Bud Benning (2) - El Paso, TX
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- Mr. Gerry Griffin (1) - Hunt, TX
- Rev. Dr. Rob Lohmeyer (1) - Kerrville, TX
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- Mr. Dan Ostos (2) - Kerrville, TX
- Ms. Jane Ragsdale (1) - Hunt, TX
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- Mr. Ross Rommel (1) - Hunt, TX
- Mr. Otto Schwethelm (1) - San Antonio, TX
- Mr. Nicholas Serafy (3) - Brownsville, TX

### Term Expiring 2020

- Mr. Jim Alsup (1) - Midland, TX
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- Mr. William Beckworth (Advisory Trustee) - Ft. Worth, TX
- Dr. Jo Beran (2) - Kerrville, TX
- Mr. Ben Davis (Advisory Trustee) - Ft. Worth, TX
- Rev. Dr. David Evans (Advisory Trustee) - Austin, TX
- Ms. Becky Ferguson (1) - Midland, TX
- Mr. Warren Ferguson (2) - Kerrville, TX
- Mr. Derek Hansen (1) - El Paso, TX
- Ms. Janet McKinney (3) - Kerrville, TX
- Ms. Lea Nye (3) - San Antonio, TX
- Mr. Tom Pappas (Advisory Trustee) - Houston, TX
- Mr. Robert Parker (3) - Camp Verde, TX
- Rev. Dean Pogue (3) - Katy, TX
- Ms. Jill Reno (Advisory Trustee) - Bellaire, TX
- Mr. Bobby Rios (2) - San Antonio, TX
- Dr. Carol Swanson (1) - Kerrville, TX
- Mr. Dave Weekley (1) - Center Point, TX

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- Mr. J. B. (Bubba) Coskey* (Advisory Trustee) - Houston, TX
- Mr. Rick Cree (3) - Dallas, TX
- Ms. Sue Cummings* (Advisory Trustee) - Kerrville, TX
- Mr. Page Foshee (3) - Austin, TX
- Mr. Dan Hart (2) - Midland, TX
- Mr. T. Weir Labatt (2) - San Antonio, TX
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Mr. Karl Ransleben (3) Fredericksburg, TX
Mr. Ron Tefeller (3) San Antonio, TX
Mr. Robert Scott (1) Helotes, TX
Mr. Jack Tompkins (2) Houston, TX
Mr. Bill Wilson* (Advisory Trustee) Kerrville, TX

(1), (2), or (3) indicates which three-year term is being served.

Trustees Emeriti

Ms. Nancy Anguish Midland, TX
†Mr. James Avery Kerrville, TX
Mr. Peter Baldwin Dallas, TX

* denotes inactive status
AHMAD ALI AL-OMARI (2016) ..................Assistant Professor of Computer Information Technology
B.A., M.B.A., Yarmouk University
M.S.I.S., D.Sc., Dakota State University

BRITTANY ANDERSON (2017) ..................Instructor of Mathematics
B.A., Schreiner University
M.Ed., University of Texas at Arlington

KIM DANIEL ARVIDSSON (2013) ............Assistant Professor of Physics and Astronomy
M.S., Lund University - Lund, Sweden
Ph.D., Iowa State University

KAREN T. BACKOR (2005) ..................Associate Professor of Education
B.S., Texas A&M University Corpus Christi
M.Ed., Schreiner University
Ph.D., Texas State University
Coordinator of Field Experiences

DARLENE A. BANNISTER (1982) ...........Assistant Professor of History
B.S.Ed., M.A., Southeast Missouri State University
Ph.D., Texas A&M University
Registrar, Associate Provost

BRIAN P. BERNARD (2014) .................Assistant Professor of Engineering
B.S.E., Tulane University
Ph.D., Duke University

GARY A. BIEL (2000) ......................Associate Professor of Psychology
B.A., University of Central Oklahoma
M.A., Ph.D., University of Louisville

JOAN BOWMAN (2015) ......................Assistant Professor of Education
B.S., Sam Houston State University
M.Ed., University of Nebraska
Ph.D., Capella University

J. KYLE BUSING (2010) ....................Associate Professor of Exercise Science
B.A., M.A., Ph.D., University of Northern Colorado
Director of Academic Innovation & Development

RYAN M. CAESAR (2014) ...................Assistant Professor of Biology
B.A., University of Texas at Austin
M.S., Texas A&M University
Ph.D., Ohio State University

KATHRYN D. CAMPBELL (2012) ............Associate Professor of Visual Arts
B.A., Texas Tech University
M.F.A., Digital Media Arts College

RUI CAO (2015) ..............................Instructor of Mandarin Chinese
B.A., Nankai University (China)
M.A., University of Toledo
Ph.D., University of Florida
Coordinator, Texas Language Consortium

JEANNETTE W. COCKROFT (2002) ........Associate Professor of History
B.A., University of Pennsylvania
M.A., University of Kansas
Ph.D., Texas A&M University
and Political Science
DANIEL R. COLEMAN (2013) .......................... Assistant Professor of Business
B.A., Indiana University
M.B.A., University of Texas at San Antonio
DBA, Swiss Management Center - Zug, Switzerland

CLINTON D. COLES (1980) .......................... Professor of Mathematics
B.S.E.E., Rochester Institute of Technology
M.A., Western Kentucky University
Ph.D., University of Texas at Austin

DIANA K. COMUZZIE (1993) .......................... Professor of Biology
B.S., University of Texas at Austin
M.S., Southwest Texas State University
Ph.D., Texas A&M University

NEVA V. CRAMER (2008) .......................... Associate Professor of Education
B.S., M.A., Ph.D., Louisiana State University
Director of Teacher Education and Graduate Teacher Education

DONALD E. CRANDALL (1998) .......................... Professor of Music
B.M., Ithaca College
M.M., New England Conservatory of Music
D.M.A., University of Texas at Austin

MICHAE L C UDE (2016) .......................... Assistant Professor of History
B.A., Texas State University
M.A., University of Liverpool
Ph.D., University of Colorado

WILLIAM DAVIS (2018) .......................... Professor of Chemistry
B.S., University of Western Ontario
M.S., Ph.D., University of Guelph
Dean, Trull School of Sciences and Mathematics

CHRISTOPHER A. DISTEL (2010) .......................... Associate Professor of Biology
B.A., Hiram College
M.S., Eastern Kentucky University
Ph.D., Miami University - Ohio

SAM DREEBEN (2016) .......................... Assistant Professor of Psychology
B.A., Williams College
M.A., Ph.D., University of Louisville

CLARK J. ELLISTON (2014) .......................... Assistant Professor of Religion
B.A., Baylor University
M.Div., Baylor University
M.Th., Texas Christian University
DPhil., University of Oxford - Oxford, UK
Honors Program Director

JUDE D. GALLIK (1994) .......................... Assistant Professor of Psychology
B.S., Lake Erie College
M.A., University of Texas at San Antonio
Ph.D., University of Texas at Austin
Director of Learning Support Services

MICHAEL C. GRILLO (2012) .......................... Associate Professor of Political Science
B.A., M.A., Florida Atlantic University
M.A., Ph.D., University of Delaware
Director of Institutional Effectiveness

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RUTH B. GRUBESIC (2012) .......................... Associate Professor of Nursing
  B.S.N., Bradley University
  M.S.N., Texas Woman’s University
  Dr.P.H., University of Texas Health Science Center at Houston

KEVIN HANNAY (2017) ...................... Assistant Professor of Mathematics
  B.S., University of Texas at Austin
  Ph.D., University of Michigan

SARAH M. HANNAY (2005) .................... Professor of English
  B.A., Duke University
  M.F.A., University of Iowa

JAMES W. HARRIS (2002) ...................... Visiting Assistant Professor of Visual Arts
  B.S., M.S., Texas A&I University
  M.A., Vermont College of Norwich University

MARCUS E. HENDERSHOT (2017) .......... Assistant Professor of Political Science
  B.S., M.A., St. Louis University
  Ph.D., Washington University - St. Louis

KATHLEEN A. HUDSON (1987) .............. Professor of English
  B.A., Texas Christian University
  M.A., North Texas State University
  Ph.D., Texas Christian University

MARGARET HUMM (2017) .................... Visiting Assistant Professor of Nursing
  B.S.N., University of St. Thomas
  M.S.N., University of Texas Health Science Center San Antonio

S. SEABROOK JONES (2014) ............... Assistant Professor of History
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MICHAEL G. KAHL (2003) .................... Assistant Professor of Music
  B.M., University of Texas at El Paso
  M.M., Southern Methodist University

SUSAN KLINEDEST (2013) .................... Assistant Professor of Biology
  B.S., North Carolina State University
  M.S., University of Maryland
  Ph.D., University of Michigan

ROBERT KLUTING (2017) ...................... Instructor of Business
  B.B.A., Texas Tech University
  M.B.A., University of South Dakota

MARTIN C. LENARD (2017) .................... Assistant Professor of Music
  B.A., M.M., Texas State University - San Marcos

JULIE LINDSAY ............................... Director of Nursing
  M.S.N., Vanderbilt University
  Ph.D., University of Texas Medical Branch, Galveston

MARTIN B. LOCKERD (2017) ............... Assistant Professor of English
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EVANGELINE MARTIN (2008) ............... Instructor of Vocational Nursing
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M.A., Sam Houston State University
Ph.D., University of Houston

KIM MCALISTER (2017) .................... Assistant Professor of Nursing
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M.S.N., Samford University

CLAY M. MCCLURE (2013) ............ Assistant Professor of Communication
B.F.A., Texas State University (graphic design) Design and Multimedia
B.F.A., Texas State University (studio art)
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JAY T. MCCORMACK (2010) ........... Visiting Assistant Professor of Business
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CHARLIE T. MCCORMICK (2009) .... Professor of English
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BENJAMIN C. MONTOYA (2017) ...... Assistant Professor of History
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B.A., Butler University  
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DANETTE VINES (2008) .......Professor of Chemistry  
B.S., McNeese State University  
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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  

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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  

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B.S., Our Lady of the Lake University  
A.M.(r), Ph.D., St. Louis University  

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A.A., Brewton Parker College  
B.A., M.Ed., Georgia Southern College  

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M.S., Southern Illinois University  

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L.H.D., Schreiner College  

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B.A., University of Texas at Austin  
M.Div., Th.M., Austin Presbyterian Theological Seminary  
D.D., Austin College  

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B.A., University of Hawaii at Hilo  
M.A., Ph.D., University of Nebraska-Lincoln  

SUSAN R. SLIVA . . . . . . . . . . . . . . . . . . Professor Emerita of Information Systems  
B.S.Ed., M.Ed., Southwest Texas State University  

WILLIAM M. SLIVA . . . . . . . . . . . . . . . . . . Professor Emeritus of Mathematics  
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FRED STEVENS . . . . . . . . . . . . . . . . . . Professor Emeritus of Biology  
B.S., University of Wisconsin at Parkside  
M.A., Ph.D., University of Texas at Austin  

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  

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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
ADMINISTRATION AND STAFF

OFFICERS OF ADMINISTRATION

- Larry Cantu: Vice President for Enrollment Services
- Diana Comuzzie*: Provost and Vice President for Academic Affairs
- Charlie Hueber: Dean of Students
- Charles T. McCormick*: President
- Bill Muse: Vice President for Administration and Finance
- Candice C. Scott*: Dean of Student Success
- Mark C. Tuschak: Vice President for Advancement
- Andrew Valdez: Director of Marketing and Communication

ADMINISTRATIVE STAFF

* Denotes Faculty

- Julie Abernathy: IT Systems Analyst
- Florencio Alcozer: Campus Security Officer II
- Denise Ames: Assistant Director of Financial Aid
- Philip Anderson: Men’s & Women’s Cross Country Coach
- Cameron Aniol: Financial Aid Counselor
- Toby Appleton: University Relations Specialist
- Brandon Applewhite: Assistant Varsity Baseball Coach
- Kelsey Badmaev: Assistant Golf Coach
- Darlene Bannister*: Registrar, Associate Provost
- Cecilia Barlow: Producer for Center for Digital Learning
- Joey Barron: Groundskeeper
- Cody Bates: Network Engineer
- Cindy Becker: Director of Varsity Programs
- Erica Bell: Library Technical Services Assistant
- Brandy Bermea: Gift Processing and Database Specialist
- Amber Bernhard: Associate Director of Enrollment Marketing and Admission
- Tammi Bingham: Director of Alumni Affairs
- Krysti Blackburn: Custodial Services Supervisor
- Deborah Blackwell: Bookstore Assistant
- Wendy Blaettner: Director of Human Resource Services
- Nancy Bolzle: Executive Assistant, Title V
- Riley Bonilla: Director of Mountaineer Fitness Center and Campus Recreation
- Beth Bourland: Advancement & Development Foundations Officer
- Hannah Brace: Admission Counselor
- Ryan Brisbin: Baseball Coach
- Ashley Brune: Equestrian Coach
- Cheyenne Bryant: Financial Aid Counselor
- Kyle Busing*: Director of Academic Innovation & Development
- Hailey Butler: Custodian
- Tony Cantu: Custodian
- Janel Carlile: Athletic Trainer
- Austin Carrola: Men’s & Women’s Tennis Coach
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tr>
<td>Susan Carver</td>
<td>Administrative Specialist, Advancement</td>
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<tr>
<td>Rachel Cave</td>
<td>Administrative Specialist, Dean of Students</td>
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<tr>
<td>Liz Ceniceros</td>
<td>Custodial Services Assistant Supervisor</td>
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<tr>
<td>Brian Chmilyak</td>
<td>Campus Security Officer II</td>
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<tr>
<td>Peggy Clanton</td>
<td>Bookstore Manager</td>
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<tr>
<td>Vickie Cochrane</td>
<td>Administrative Specialist, Athletics</td>
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<tr>
<td>Casey Collins</td>
<td>Men’s Soccer Coach</td>
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<tr>
<td>Ylanda Copeland</td>
<td>Technical Operations Supervisor, Library</td>
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<tr>
<td>Lucien Costley</td>
<td>Director of Institutional Research &amp; Analysis</td>
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<tr>
<td>Lee Crain</td>
<td>Biology Lab Manager</td>
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<tr>
<td>Juan Cruz</td>
<td>Custodian</td>
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<tr>
<td>Terri Danz</td>
<td>Accounting Associate II</td>
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<tr>
<td>Sam Davidson</td>
<td>Women’s Basketball Coach</td>
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<tr>
<td>Bob Davis</td>
<td>Assistant Shooting Coach</td>
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<tr>
<td>William Davis*</td>
<td>Dean, Robert B. Trull School of Sciences &amp; Mathematics</td>
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<tr>
<td>Brady Dean</td>
<td>IT Classroom Support Specialist</td>
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<tr>
<td>Pete Deluca</td>
<td>Campus Security Officer I</td>
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<tr>
<td>Sarah Denman</td>
<td>Financial Aid Counselor</td>
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<tr>
<td>Marta Diffen</td>
<td>Director of Development</td>
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<tr>
<td>Kevin Dugat</td>
<td>University Bands Coordinator</td>
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<tr>
<td>Marwan Elrakabawy</td>
<td>JV Men’s Basketball Coach/Assistant Men’s Basketball Coach</td>
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<tr>
<td>Chelsea Ensinger</td>
<td>Admission Counselor</td>
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<tr>
<td>Chris Field</td>
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<tr>
<td>Laura Forsythe</td>
<td>Administrative Associate, LSS</td>
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<tr>
<td>Khris Franklin</td>
<td>Spirit Coordinator</td>
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<tr>
<td>Vicki Fry</td>
<td>Administrative Associate, LSS</td>
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<tr>
<td>Jude Gallik*</td>
<td>Director of Learning Support Services</td>
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<tr>
<td>Sylvia Gamboa</td>
<td>Administrative Associate, Enrollment Services</td>
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<tr>
<td>Yolanda Garcia</td>
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<tr>
<td>Cecilia Garza</td>
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<td>Irma Garza</td>
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<tr>
<td>Johnny Garza</td>
<td>Carpenter</td>
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<tr>
<td>David Gehrels</td>
<td>Director of Student Activities</td>
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<tr>
<td>Angie Gomez</td>
<td>Accounting Associate I</td>
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<tr>
<td>Matt Goodwyn</td>
<td>Assistant Dean of Students</td>
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<tr>
<td>Katy Graczyk</td>
<td>RN to BSN Online Enrollment Specialist</td>
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<tr>
<td>Jason Gutierrez</td>
<td>Purchasing/Supply Technician</td>
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<tr>
<td>Alyssa Hanley</td>
<td>Women’s Volleyball Coach</td>
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<tr>
<td>Caren Harris</td>
<td>Instructional Designer</td>
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<tr>
<td>Paul Hayes</td>
<td>Alumni Development Officer</td>
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<tr>
<td>Danielle Henkel</td>
<td>Assistant Tennis Coach</td>
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<tr>
<td>Angela Henley</td>
<td>Custodian</td>
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<tr>
<td>Ryan Hernandez</td>
<td>Assistant Baseball Coach</td>
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<tr>
<td>Ken Jacobs</td>
<td>Chief of Security</td>
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<tr>
<td>Danielle Jenschke</td>
<td>Director of Education Partnerships</td>
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<tr>
<td>Troy Jewell</td>
<td>Wrestling Coach</td>
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<tr>
<td>Tanya Jimenez</td>
<td>Coordinator for the Center of Quantitative Literacy</td>
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<tr>
<td>Beth Johnson</td>
<td>Advancement &amp; Development Officer</td>
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<tr>
<td>Steve Johnson</td>
<td>Painter</td>
</tr>
<tr>
<td>Ben Jones</td>
<td>Coordinator of Fitness and Group Exercise</td>
</tr>
</tbody>
</table>
DJ Jones ..................... Maintenance Electrician
Kristie Keese ................. Assistant Controller
Thomas Kellner ................. Assistant Varsity Baseball Coach
Nissa Kendall .................... Executive Assistant, Provost’s Office
Andrew Kennedy ................. Institutional Assessment Associate, HSI-STEM
Karen Kilgore ................. Senior Planned Giving Officer
Conner Kuykendall ............. Men’s Basketball Coach
Curtis Langenberg ............ Groundskeeper
Richie Laurin ................. Assistant JV Baseball Coach
Cody LeCroy ..................... Assistant Softball Coach
Joyce Lespreance ............ Administrative Officer, Facilities Services
Liliana Lovisa .................... Administrative Specialist, Professional Studies
Jill Lucas ..................... Library Services Assistant
Michelle Luevano ............ Choral Programs Coordinator
Kendall Luy .................... Men’s and Women’s Track Coach
Gary Maclin ..................... Groundskeeper
Cristina Martinez ............. Director, Career Development
Tim Martinez ..................... Assistant Women’s Soccer Coach
Adrienne McClendon ............ Coordinator of First Year Experience
Devon McLaughlin ............ Administrative Specialist, Registrar
Amy Meyer ..................... Softball Coach
Kiley Miller* .................... HSI-STEM Grant Program Director
LaVonne Miller .................. Administrative Associate, Teacher Education
Jesse Moreno ................... Career and Academic Success Coordinator
Nick Morrison ................. Women’s Soccer Coach
Devan Musa ..................... Assistant Director of Athletics
Sandra Nash ..................... Administrative Specialist, Advancement
Breanna Nidever ............ Administrative Specialist, School of Liberal Arts
Gini Norris-Lane ............. Campus Minister
Morgan Oliver ................. Admission Counselor
Sara Oroppeza .................. Custodian
Beatrice Ortiz .................. Custodian
Carlos Ortiz ..................... Custodian
Kevin Overbay ................. Plumber Technician
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Kelsey Penn .................... Coordinator of Purposeful Lives
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John Price ..................... Maintenance Assistant
Rexford Quick ................ Director of Enterprise Technology Services
Claire Rabson .................. Computer Lab Coordinator
Bill Raleigh ..................... Director of Athletics
Chan Ramos ..................... Library Specialist/Evening Coordinator
Chris Ramos .................... Assistant Athletic Trainer
Isabel Rangel .................. Custodian
David Reast ..................... Coordinator of Meaningful Work
Ethan Reed ..................... Desktop Support Administrator
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Nathan Robbins ................ Assistant Men’s Basketball Coach
Mark Robertson-Baker ........ Digital Marketing Specialist
Carrie Rodgers ................ Payroll Coordinator
Joe Henry Rodriguez .......... Groundskeeper
Emma Rosas .................... Custodian
Larry Rose ...................... Carpentry & Painting Supervisor
Jasymyn Rosser ................. Chemistry Lab Manager
Paul Ryan ....................... Custodian
Gerardo Sanchez ................. Director of Regional Learning Community, Mission
Natalie Sandoval ............... Director of Financial Aid
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Kent Shane ....................... Event Services Operations Manager
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Sandra Spears ................... IT Systems Analyst, Senior
Jason Stockbridge ............. Admission Counselor
Rob Stolz ....................... IT Web Developer
Suzette Straps .................. Administrative Specialist, HSI-STEM Grant Program
Janie Stratton ................... Cashier, Accounting Services
Gary Swanner ................... Campus Security Officer I
Pam Taylor ...................... Senior Accountant
Zac Tegeler ..................... Director of Regional Learning Community, El Paso
Bill Thompson ................... HVAC Specialist
Amanda Thomson ................. Coordinator, Academic Support Services
Lisa Turner ...................... Director of Advancement Services & Special Events, Assistant to VP Advancement
Susie Upton ..................... Tutor Coordinator
Terri Van Kirk .................. Administrative Associate, Enrollment Services
Mark Voelk ...................... Groundskeeper III
Lynette Waldon .................. Assistant Registrar
Kathie Walker ................... Director of Instructional Technology
Malcolm Wallace ................ Campus Security Officer II
Bill Ward ....................... Audio Visual Operations Manager
Jacob Wellnitz .................. IT System Administrator
James Whetstone ............... Groundskeeper Supervisor
Chris White ..................... Senior Human Resource Generalist
Helen Wilhelm ................... Director of Accounting Services & Controller
Katie Willis ...................... Administrative Associate, Nursing
Paula Wilson .................... Career Development Associate
Adrien Wingard ................. Director of Auxiliary Services
Ed Wingard ...................... Director of Campus Operations
Joseph Winger .................. Groundskeeper III
Bill Woodley .................. Men’s & Women’s Golf Coach
Kimberly Woods ................ Student Counselor
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Laura Yeck ..................... STEM Living Community and Articulation Coordinator
Barbara Young ................ Mail Center Assistant
Stacy Young .................... Assistant Director of Campus Security
Caroline Zeiher ............... Coordinator Multicultural Programs and Changing Global Society
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